

MSINGI BORA

Community Meetings to Promote Early Child Development (ECD)

ENGLISH VERSION



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Introduction and Meeting Guidelines for Community Health Volunteers (CHVs)

What are the Community Meetings?

In Kenya, we believe over 3 million children under 5 years of age are not developing to their full potential. This is because of poor health and nutrition, but also because of a lack of stimulation for good brain development. CHVs provide important nutrition and health advice. We now want to make sure we provide ECD advice that helps our children grow and learn even better.

MSINGI BORA is an ECD programme delivered by CHVs through community group meetings for mothers, fathers, caregivers and their young children. Every two weeks key messages to help children grow and learn are provided to parents and caregivers. Activities to help children learn and communicate are demonstrated and then practiced by parents with their children. There are a total of 16 sessions.

The aim of *MSINGI BORA* is to encourage parents to adopt and to practice parenting skills that will help their children have a **good foundation** so they can develop into strong, healthy, and smart adults. The sessions are built around the idea that people need to practice and solve problems associated with implementing these skills. Understanding why they are necessary is also helpful; but more important is finding time every day to put them into practice. Practice, problem-solving and peer support are the foundations. A healthy, strong mother is also a foundation for a strong, healthy, smart child. So we have devoted several sessions to promote love and respect among family members.

At each session, CHVs will share with parents ideas about:

1. **How** to perform the parenting practices and then add variations as the child grows.
2. **When** to perform the practice at regular times each day. Parents will have to identify the times that best fit into their own schedule. But these practices must be part of everyday parenting. CHVs will help parents brainstorm ways for them to find time each day for these practices.
3. **Support** each mother by making her feel confident and good about giving care to her young child.
4. **Why** performing the practice is important should be told to parents, but it should be kept to a minimum. The essential facts are that the five practices we will teach in the program make the child's body and brain grow. At birth the child's body and brain are on a growth path (like the road to health for weight and height). With food and stimulation and love, the child will continue on its intended path. If the child's body and brain do not receive food, stimulation and love, and do not grow as expected during the first 3 years, then it is very difficult to catch up later in life.

What are the community meetings about?

There are 16 meetings about ECD. This manual covers the first 8 sessions, which are:

1. What kind of parent do you want to be?
2. Love & Respect in the Family
3. Stimulating Objects for Child's Play.

4. Review Session 1
5. Talking with Children.
6. Love & Respect Your Child
7. Health, Hygiene, and Nutrition
8. Review session 2

Some sessions (1, 2, and 6) will have mothers and fathers attend separately, with separate sessions for each gender. All remaining sessions are co-ed. Sessions 4 and 8 are review sessions.

Training course objectives

At the end of this 5-day training course for *MSINGI BORA*, you should be able to:

- Master the session content of the training manual, and the communication style needed to deliver sessions to parents
- Understand how to use this manual and the accompanying materials to promote effective behaviour change
- Understand the session schedule and timeline
- Complete the monitoring forms at the end of each session
- Know how to communicate with community leaders and families with young children to encourage their participation.

Training Ground Rules

Setting ground rules for training workshops is helpful for managing group discussions. They are important and help us function as individuals within a team. Some suggested ground rules are below but please help to brainstorm additional norms/ground rules that help to ensure smooth and open dialogue.

Suggested Ground Rules for Participants

- **Respect:** Respect each other's opinions and experiences. Do not judge people because of what they do or say.
- **Time:** Be on time for ALL activities
- **Mobiles:** Turn mobile phones off during training
- **Confidentiality:** What you say here will remain confidential.
- **Discussion:** Where opportunities present, feel free to discuss and exchange ideas with other participants at the training. If at any time you do not agree with the recommendations/advice presented during a session, raise these issues with the trainers so that everyone can listen and participate in the discussion. Please ask the trainer questions.
- Others?

Short list of Rules for Facilitators of Sessions

1. **Prepare:** Go over the session in the Manual. Read it and practice at home at least 5 times.
2. **Follow the Manual.** The words and activities are important in order to avoid incorrect or misleading information. Get it right to avoid improvisation.
3. **Encourage participants** to share and solve problems together.

4. **Demonstrate, Coach, Praise:** Mother-Child Activities proceed as follows: You **demonstrate** with a child, the Mother/Father and Child do it together, you **coach** parents and you **praise** them.
5. **Homework.** At the start of each session, ask: “Who was able to do this?” Participants should say what they could and could not do. Make sure people say what they could not do, because only then can we help solve problems. Do not let people respond: “Before I did not do it and now I have learned to do it.” Instead, work with participants to figure out what made it possible to incorporate the recommended behaviors into their daily lives. Let participants who were successful in incorporating these activities explain their experiences to others and describe the barriers that they overcame.
6. **Review sessions.** Give time to discuss what they were NOT able to do and what made it difficult. Knowing what to do is never enough. It is critically important to DO the activities. Help each other solve problems so it becomes easier for everyone to do the practices.

CHV Guidelines for Sessions

CHVs as facilitators need to be prepared ahead of each session. There is information at the start of each session to inform you. This information is important for you. It should **not** be read to parents. You will need to prepare ahead of time for the session; practice the session at your home 5 times so you feel comfortable giving it. You will have a community assistant who will assist you at each session. You can also practice ahead of time with her. All sessions require mothers to bring and practice with their child; see if they feel comfortable, and solve whatever problems arise. Strongly encourage parents to try something new and see if it works. When there is a discussion, encourage all parents to get involved and offer suggestions. As the Facilitator, you should accept all parent comments, but at the end summarize by giving the best, correct answers. Some answers are better than others and it confuses people to hear inconsistent information. So give the correct ones in simple language. If you do not know the answer to the question, do not give an answer that you are not sure about. Let the participant know that you will get back to them, and ask your supervisor. Return to the next session with the correct answer.

Parents are asked to bring their child 6 to 24 months to every mother session. This is so parents can perform the practices with their child. They can learn by watching others, but they have to practice it themselves to know if it works with their child. Then they will have an opportunity to raise problems they have with the practice and others can help them solve the problems. During each session, there is also a discussion. At these times, it would be good to have your assistant take the children aside and let them play with toys. During these discussions, children should be seated at a distance from the parents and remain playing quietly, not running around. You should come prepared with play items to each session to help ensure this. Ideas for these items are in session 3.

To help Parents, Facilitators will want to keep these skills in mind:

- ✓ **Care & Empathy:** The ability to listen to and empathize with upset feelings. This can be shown in many ways including validation (e.g., “I understand that you...”) and appreciation of people’s participation (e.g., “thank you for sharing...”).
- ✓ **Good motivational skills:** Encourage people to want to change by showing them that they can do it, that it is good for themselves and their families, that they have your respect and support.

- ✓ **Optimism:** Change doesn't come easily even when one is trying hard. So continue to encourage people even if the pace of change is slow.
- ✓ **Confidentiality & Respect:** Create a safe and positive environment for all participants by respecting personal feelings and keeping discussions confidential.

Probing is asking follow-up questions when we want the speaker to give us more information to help us understand. Probing questions are open-ended that often begin with “what” or “how” because they invite more detail. Questions that begin with “Do you...” or “Are you...” invite personal reflection. “Why” questions can be problematic. They may put the respondent on the defensive or result in little useful information and require additional probing. Example: “*Why did you do that?*” “*...because I wanted to*”. If possible, try to replace “why” with “what”. Be careful that you do not “lead” people into a certain answer. Examples of good probes include:

- Could you please tell me more about...?
- I’m not quite sure I understood ...Could you tell me about that some more?
- This is what I thought I heard...Did I understand you correctly?
- Can you give me an example of... What makes you feel that way?
- What are some of your reasons for liking it?
- You just told me about.... I’d also like to know about....

Use these questions to encourage participation among mothers in the home visits. Paraphrase participants’ responses with the correct answer, as this conveys active listening.

It is important to remember that people learn best when they are comfortable, when they enjoy themselves, and when they can discuss things and ask questions as well as practice new things and have examples.

Instructions for Using Session Guides

There are 8 sessions in this manual. Each session is for one lesson that you will lead. For each, the manual contains information about the topic for you to learn, a guide for what you and the parents will do and discuss during the session, and a list of the materials for you to collect and bring to the meeting.

Text in **bold** are to be read aloud. Text in not bold are instructions to you the facilitator. Text in blue font are headers marking a new activity or discussion within a session. Text in bold red or other color font are only intended to attract your eye for emphasis.

After you complete a session, take some time to complete the **Group Meeting Record Sheet** for the session. This will only take 5-10 minutes and will help us to support you.

REMEMBER THE PROJECT OFFICER AND SWAP STAFF IS THERE TO SUPPORT YOU IF YOU NEED ANY FURTHER HELP.

Materials for Sessions

Posters & Cards

5 Messages Poster (Large poster with 5 messages & illustrations)

6 Best Foods Poster (Large poster with 6 labeled pictures of best foods to feed)

Relationships Poster (Large poster with relationships)

Happy vs. Sad Family Poster (poster)

Father Role Cards

Community-based Materials to be collected by CHV

Bag of play materials (bring to all sessions)

20 colored pictures from magazines (for session 5)

10 household objects for vocabulary activity

10 household objects for play

2-3 buckets of water, bar of soap, egg

Household container (cup, bowl)

How is each session organized?

Each two weeks a new meeting is delivered to the community. Each session is for 1-1.5 hours.

Most sessions have a similar schedule:

- Welcome, attendance, review homework and purpose (10 min)
- Activities and Discussion on the main message of the session (40 min)
- Break out session for mothers and children to try play and talk activities (30 min)
- Q&A, group song, assigning of homework and close of session (10 min)

Planning the Session

Prior to each session:

- Identify time and place for meeting
- Invite mothers, fathers, or other primary caregivers (e.g. grandmothers) to participate as appropriate for that session.
- Send out SMS reminders to mothers and fathers with details of the session time and place as appropriate
- Review the Session Guide to be able to deliver it without reading.
- Prepare any materials needed for a given activity.

Process of Session

The group should sit comfortably together for discussions. A circle or semi-circle is a good idea. For the first part of the session, mothers and children should sit together on the floor. Make sure every family who attends a session is marked in the attendance ledger, clearly marking presence of each family member (mother, father or child) in attendance. Remember: The purpose of the sessions is to demonstrate some new parenting practices, coach parents in how to practice at home, help solve problems that parents encounter when trying to practice them, and discuss why the new practices are important to do every day.

Ground Rules for CHV Behavior During Sessions:

Please keep in mind the following ground rules for your behaviour:

- Show an appreciation for what each person has to offer
- Notice body language – both yours and the participants
- Make eye contact, smile
- Be non-judgmental, even when correcting information or giving advice
- Do not share information learned in a session with other families; respect each households' privacy and treat your conversations as confidential, with the following potential exceptions:
 - If a child has a severe health problem that requires immediate assistance, advise parents of the location of the closest health center and encourage them to take the child. Notify your Supervisor who will alert SWAP Management.
 - If you detect a case of intra-household violence, you may advise the family to attend the closest local health or social assistance center, with a formal recommendation from SWAP as to local capabilities and services. If the safety and health of any family members are seriously compromised, you should refer such cases to your Supervisor, who will refer these to SWAP Management. They can determine whether to report the cases to the local authorities.
 - If you detect a severe case of maternal depression that requires urgent assistance, advise the family to attend the closest health center or social assistance center. Again, refer these cases to your Supervisor.

Session 1A. What kind of mother do you want to be?

Materials:

- 5 messages poster (Parents will sign this poster in this session at end)
- A play bag with objects to occupy children during group discussions (see suggested list of items in session 3)

Instructions for CHVs to read BEFORE the session:

- Mothers will come for the first session with their children. If children are disruptive, please provide them with a play object from your bag to occupy them. Have your assistant help you as well. Breastfeeding is allowed at any time.
- This session is to ask what parents hope for their children's futures, and what parents do with children to help them grow and thrive. It will provide a preview of five key practices and the sessions to come.
- First, you will start by asking parents what kind of futures they want for their children, and what kind of parent they want to be for their children. Then ask what problems they face when trying to be an ideal parent. Have a short discussion about this.
- Then introduce the 5 main parenting messages. Although there are many different right ways to be a parent, these five principles are essential: love, talk, play, wash, and good food.
- The play activity 4 (stacking game) can be implemented at any point during the session, including if some mothers are waiting for others to arrive before this first session begins.
- These sessions are about ways to make child's brain grow and make children strong, healthy, and smart.

Objectives:

By the end of the session, the parents in the group will have:

- Talked to other parents in the group about their hopes for their children and the kind of parent they want to be and problems they have in fully being this kind of parent.
- Practiced a play activity with their child (stacking game)
- Listened to the messages about love, talk, play, hygiene, and nutrition.

Duration:

1.5 -2 hours

Session 1A. What kind of mother do you want to be?

Welcome

Welcome parents to meeting. Introduce yourself.

Welcome parents to our first meeting of MSINGI BORA. My name is [NAME] and I will be leading our group sessions. There will be a total of 16 sessions, once every two weeks. These sessions are about ways to make a child's brain grow and make children strong, healthy, and smart. Each session will be different and all should be fun. Please, mothers, introduce yourself and share the name and age of your child.

Go around the group encouraging parents to introduce themselves. Have your active mama assistant take attendance of each mother, father, and child using the tracking sheet for your village.

In these sessions we will take attendance. Parents that attend at least 12 of the 16 sessions will receive a certificate of completion for Msingi Bora to display in their homes. Our sessions will begin on time. Mothers who arrive on time for future sessions will receive a soap. So please have timely attendance for future sessions.

Purpose

Today we will talk about the type of parents we want to be for our children and what we can do to grow healthy and happy children. Let's start with an activity. Please join me in discussing.

Activity 1. Group Discussion on hopes for your children (10 minutes)

We all have hopes for our children's futures. What kind of adult would you like your child to be?

Listen to the responses. After 4-5 parents have answered, summarize the common hopes parents have for their children (e.g. like their child to be healthy, have good manners, do well at school, and get married in a good family).

What can you do with your young children to help them be that way? To meet those goals?

Let parents tell the group what they can do. Summarize the first few responses regardless of what they are. This encourages other parents to talk.

By the 4th or 5th parent, you can encourage them to be specific, saying exactly what they would do in terms of a behavior with the child.

e.g. If a parent says, "I want to be a loving parent" SAY **What would you do with your child to show love?**

e.g. If a parent says, "I want to help my child grow healthy." SAY **What would you do to make your child grow and be healthy?**

e.g. If a parent says, "I want to teach my child to be obedient, respectful and polite." SAY: **What would you do or say to your child to encourage obedience, respect and politeness?**

If a parent does not know, then ask another parent to help out, SAY: **What can others suggest?**

I can now summarize some of these good parenting practices you shared. We can see that all mothers here want to be good parents and want the best for their child.

1b. Challenges that parents face (10 minutes)

The purpose of this discussion is to allow parents to talk about why they cannot always be the way they want to be as parents.

We do not always act the way we intend with our children. Why not? What stands in the way? For example, often parents are loving, but sometimes we may not be as loving as we want with our children. What else?

Let parents talk about this. Encourage group discussion. If parents do not raise barriers to doing these parenting practices, raise the practices yourself and ask why they cannot always do them.

Example 1: **Some parents say they want to make their children be polite and show good manners but they can't always do this. Why can't they?** [LET THEM DISCUSS]

Example 2: **Some parents say they want their children to keep clean, but can't do this. Why?** [LET THEM DISCUSS]

Example 3: **Some parents say they want to feed good food to their children but can't do this all the time. Why not?** [LET THEM DISCUSS]

We are not always doing the right things to make our children smart and ready for school. Why not? What stands in the way?

Let parents talk about this. Then summarize what they said.

We all run into the same barriers and we need to solve them together. We need to come up with many solutions for these problems. If the first solution doesn't work, we can try another, and another.

Activity 2. Feeding the brain with food and stimulation (20 Minutes)

In this activity, you will use a poster to help you to teach important information to parents.

Over the following sessions we will talk about how to make your children strong, healthy, and smart.

Here are the key messages we will cover in these sessions to make children healthy and strong, especially to make the brain grow. [SHOW 5 MESSAGE POSTER]



The brain is ready to grow at birth. A good parent helps the brain to keep growing. To keep growing and not die, the brain needs five things:

[SHOW] Point to the pictures on the poster that refer to love and respect in the family.

These pictures represent **love and respect** in the family. Love for oneself, love for one's children, and love for one's partner. Children from families that love and respect each other will be under less stress and their brain will grow faster.

[SHOW] Point to the pictures on the poster that refers to 2-way talk with adults

It is good for parents to **talk with children** – to tell them about flowers and trees, shapes and colors of things, to sing songs with them, to talk about pictures.

Why is it good for parents to talk to children? [LET 2-3 PARENTS TALK]

Children learn language by listening to adults (even if the child can't talk), and talking to adults when they get older.

Children have a stronger bond with parents who talk with them. Children appreciate being included in the conversation.

If you start trying to understand your child's verbal and non-verbal cues starting at birth, your child's brain will grow. As your child listens to you, they learn more and more words, and then they will start talking with you in a conversation. This is called "two-way talk" meaning that each person in the conversation takes turns back and forth.

With two-way talk, your child's brain will grow. Without this two-way talk, the brain will slowly die.

[SHOW] Point to the picture from the poster that refers to play.

This represents time for **play** and play objects for the child. Why is it good for children to play with objects? [LET 2-3 PARENTS TALK]

By playing with objects, infants use their eyes, and their fingers and brain.

By playing with materials starting shortly after birth, the brain grows. Without stimulating materials, the brain will slowly die.

[SHOW] Point to pictures from the poster that refer to hygiene and sanitation

This represents **clean hands and latrine use** for all family members.

- Avoid sickness by washing hands
- Always wash hands at two specific times: after touching feces and before touching food.

By washing hands of all family members and using soap, children will have less sickness. With less sickness, the brain will be able to grow.

[SHOW] Point to pictures from the poster that refers to nutrition

These pictures show that **Nutritious food** is important for the brain to grow.

- From birth to 6 months of age, give only breast milk because it has all the brain-building foods in it. If you are breastfeeding it is important that you take care of yourself by drinking a lot of water and eating a lot of healthy and nutritious foods, including animal-source foods.
- Starting at 6 months, children need family foods that parents eat, especially eggs and other soft foods that are nutritious and healthy.
- With animal-source foods like eggs, chicken, fish and liver, the brain will grow. Without this food, the brain will slowly die.

Activity 3. Communication activity/Ice Breaker: Word game (10 minutes)

Engage the parents into a fun word game as an ice breaker to teach them a fun idea for a game to play with their child.

Talking is one of the five key things children need to grow. Let's play a talking game. One person says a word, any word, and the next person says the first word that comes to mind when she hears that word. There are no right or wrong answers. If many of us play we will hear many different answers, including funny ones! It doesn't have to be a logical or meaningful word. We can also form a chain where I say a word, then one of you responds, then another responds to that word, and so on. Let's see what happens.

Here is my word: **Baby**. [ALLOW GROUP TO RESPOND]

Here is another word: **Cook**. [ALLOW GROUP TO RESPOND]

This is a game we can play with our children, even the babies. Let's play it now with our kids, but let your child say the first word or noise and you respond to them. Children love to know that they can start a game and you will follow. This way the child will learn to love 2-way talk with the parent.

[SHOW] Demonstrate talking game with an older child (18-24 months) in view of parents. Engage child and then let child make a noise or a word, and you respond with whatever comes to mind. Initiate a two-way interaction.

[SHOW] Now demonstrate the talking game with a younger child, one that cannot speak yet under 12 months. Engage the child and let child make a noise, and you respond with whatever comes to mind. Mothers may be shy to do this with younger children who cannot talk yet. Encourage them to talk with their child and do not need to feel silly.

Mothers, please engage your children and let them start the game and you follow.

[ENCOURAGE MOTHERS TO PRACTICE WITH THEIR CHILDREN. PRAISE GOOD RESPONSIVENESS.]

Activity 4. Setting up a Buddy System and Public Commitment (10 minutes)

Changing practices is difficult. We all need buddies to help us continue with these practices and continue to come to these meetings. Please find another mother here today who can be your buddy and go stand next to each other. [Allow women to arrange themselves in their buddy groupings. Help out if some are too shy by assigning buddies.]

Please, buddies, make sure you exchange mobile numbers with each other. Please encourage each other to attend all of the Msingi Bora sessions, and to continue the practices between sessions. Please support each other in this program. I will also support you by reminding you of upcoming meetings and encouraging you in these new practices.

Now let us all commit to spending 5 minutes each day practicing these new behaviors with our children. Everyone please stand and hold up your right hand and repeat after me. [You will say one sentence at a time, letting parents repeat each sentence in turn.]

- **I want to be the best parent I can be.** [WAIT FOR PARENTS TO REPEAT]
- **I want my child to have the best possible future.** [WAIT FOR PARENTS TO REPEAT]
- **With love, talk, play, wash, and food,** [WAIT FOR PARENTS TO REPEAT]
- **Together, we can build a bright future for our children.** [WAIT FOR PARENTS TO REPEAT]

Everyone who has taken this pledge, please come forward to mark our village poster and to collect your take-home poster. We will display this poster at our future village meetings. Please hang up your take-home poster at home in a common place. It will help remind you of the key messages. Tell at least one person in your home what you learned today using the poster. You can record your own activities when you practice these five things over the next two weeks.

Closing Activity 5. Final Messages, Group Song and Homework (10 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group. Use poster but allow mothers to follow using their hand-outs.

Let us look one more time at what the parents doing 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 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 will now sing a group song about the Big Five. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing. Encourage parents to engage and respond to their children in singing.

For homework before our next session, sing the group song to your child as we did in the session every day. Work on implementing the 5 messages of love, talk, play, food and wash into your daily lives, and record when you do so on your calendars. Tell at least one person in your home what you have learned today using the take-home poster.

Make sure your attendance was recorded today so you get credit for earning the certificate. Please also make sure you have given my assistant your mobile number before leaving today so we can warn you of upcoming sessions.

[End of Session 1A]

Session 1B. What kind of father do you want to be?

Materials:

- 5 messages poster (Parents will sign this poster in this session at end)

Instructions for CHVs to read BEFORE the session:

- Fathers will come alone to this first session.
- This session is to ask what parents hope for their children's futures, and what parents do with children to help them grow and thrive. It will provide a preview of five key practices and the sessions to come.
- First, you will start by asking parents what kind of futures they want for their children, and what kind of parent they want to be for their children. Then ask what problems they face when trying to be an ideal parent and have a short discussion.
- Then introduce the 5 main parenting messages. Although there are many different right ways to be a parent, these five principles are essential: love, talk, play, hygiene, and nutrition.
- These sessions are about ways to make child's brain grow and make children strong, healthy, and smart.

Objectives:

By the end of the session, the fathers in the group will have:

- Talked to other fathers in the group about their hopes for their children and the kind of father they want to be and problems they have in fully being this kind of father.
- Listened to the messages about love, talk, play, hygiene, and nutrition.

Duration:

1.5 -2 hours

Session 1B. What kind of father do you want to be?

Welcome

Welcome parents to meeting. Introduce yourself.

Welcome fathers to our first meeting of MSINGI BORA. My name is [NAME] and I will be leading our group sessions. There will be a total of 16 sessions, once every two weeks. These sessions are about ways to make children strong, healthy, and smart. Each session will be different and all should be fun. Please, fathers, introduce yourself.

Go around the group encouraging parents to introduce themselves. Have your assistant take attendance of each father using the tracking sheet for your village.

In these sessions we will take attendance. Parents that attend at least 12 of the 16 sessions will receive a certificate of course completion for Msingi Bora to display in their homes. Our sessions will begin on time. Fathers who arrive on time for future sessions will receive a soap. So please have timely attendance for future sessions.

Purpose

Today we will talk about the type of parents we want to be for our children and what we can do to grow healthy and happy children. Let's start with an activity. Please join me in discussing.

Activity 1. Group Discussion on hopes for your children (10 minutes)

We all have hopes for our children's futures. What kind of adult would you like your child to be?

Listen to the responses. After 4-5 parents have answered, summarize the common hopes parents have for their children (e.g. like their child to be healthy, have good manners, do well at school, and get married in a good family).

What can you do with your young children to help them be that way? To meet those goals?

Let parents tell the group what they can do. Summarize the first few responses regardless of what they are. This encourages other parents to talk.

By the 4th or 5th parent, you can encourage them to be specific, saying exactly what they would do in terms of a behavior with the child.

e.g. If a parent says, "I want to be a loving parent." SAY: **What would you do with your child to show love?**

e.g. If a parent says, "I want to help my child grow healthy." SAY: **What would you do to make your child grow and be healthy?**

e.g. If a parent says, "I want to teach my child to be obedient, respectful and polite." SAY: **What would you do or say to your child to encourage obedience, respect and politeness?**

If a parent does not know, then ask another parent to help out, SAY: **What can others suggest?**

I can now summarize some of these good parenting practices you shared. We can see that all fathers here want to be good parents and want the best for their child.

1b. Challenges that parents face (10 minutes)

The purpose of this discussion is to allow parents to talk about why they cannot always be the way they want to be as parents.

We do not always act the way we intend with our children. Why not? What stands in the way? For example, often parents are loving, but sometimes we may not be as loving as we want with our children. What else?

Let parents talk about this. Encourage group discussion. If parents do not raise barriers to doing these parenting practices, raise the practices yourself and ask why they cannot always do them.

Example 1- SAY: **Some parents say they want to make their children be polite and show good manners but they can't always do this. Why can't they?** [LET THEM DISCUSS]

Example 2- SAY: **Some parents say they want their children to keep clean, but can't do this. Why?** [LET THEM DISCUSS]

Example 3 - SAY: **Some parents say they want to feed good food to their children but can't do this all the time. Why not?** [LET THEM DISCUSS]

We are not always doing the right things to make our children smart and ready for school. Why not? What stands in the way?

Let parents talk about this. Then summarize what they said.

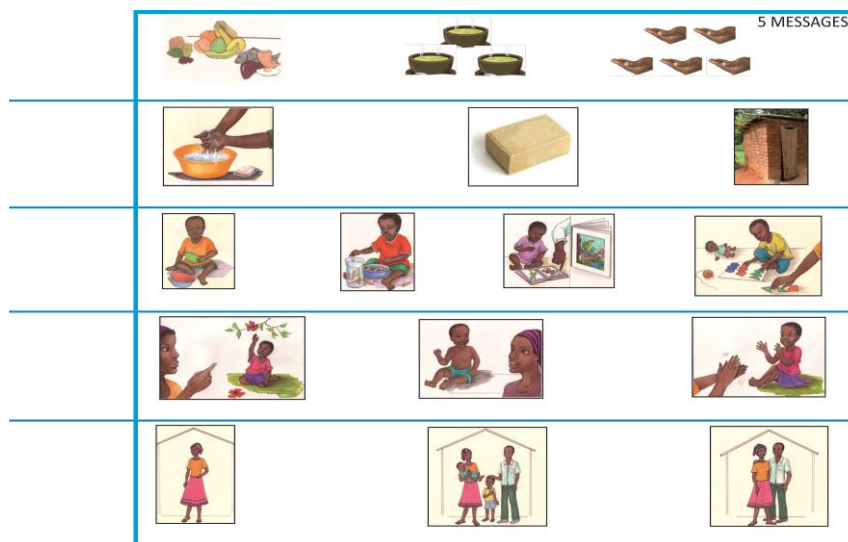
We all run into the same barriers and we need to solve them together. We need to come up with many solutions for these problems. If the first solution doesn't work, we can try another, and another.

Activity 2. Feeding the brain with food and stimulation (20 Minutes)

In this activity, you will use a poster to help you to teach important information to parents.

Over the following sessions we will talk about how to make your children strong, healthy, and smart.

Here are the key messages we will cover in these sessions to make children healthy and strong, especially to make the brain grow. [SHOW 5 MESSAGE POSTER]



The brain is ready to grow at birth. A good parent helps the brain to keep growing. To keep growing and not die, the brain needs five things:

[SHOW] Point to the pictures on the poster that refer to love and respect in the family.

These pictures represent **love and respect** in the family. Love for oneself, love for one's children, and love for one's partner. Children from families that love and respect each other will be under less stress and their brain will grow faster.

[SHOW] Point to the pictures on the poster that refers to 2-way talk with adults

It is good for parents to **talk with children** – to tell them about flowers and trees, shapes and colors of things, to sing songs with them, to talk about pictures.

Why is it good for parents to talk to children? [LET 2-3 PARENTS TALK]

Children learn language by listening to adults (even if the child can't talk), and talking to adults when they get older.

Children have a stronger bond with parents who talk with them. Children appreciate being included in the conversation.

If you start trying to understand your child's verbal and non-verbal cues starting at birth, your child's brain will grow. As your child listens to you, they learn more and more words, and then they will start talking with you in a conversation. This is called "two-way talk" meaning that each person in the conversation takes turns back and forth.

With two-way talk, your child's brain will grow. Without this two-way talk, the brain will slowly die.

[SHOW] Point to the picture from the poster that refers to play.

This represents time for **play and play objects for the child. Why is it good for children to play with objects? [LET 2-3 PARENTS TALK]**

By playing with objects, infants use their eyes, and their fingers and brain.

By playing with materials starting shortly after birth, the brain grows. Without stimulating materials, the brain will slowly die.

[SHOW] Point to pictures from the poster that refer to hygiene and sanitation

This represents **clean hands and latrine use for all family members.**

- **Avoid sickness by washing hands**
- **Always wash hands at two specific times: after touching feces and before touching food.**

By washing hands of all family members and using soap, children will have less sickness. With less sickness, the brain will be able to grow.

[SHOW] Point to pictures from the poster that refers to nutrition

These pictures show that **Nutritious food is important for the brain to grow.**

- **From birth to 6 months of age, give only breast milk because it has all the brain-building foods in it. If you are breastfeeding it is important that you take care of yourself by drinking a lot of water and eating a lot of healthy and nutritious foods, including animal-source foods.**
- **Starting at 6 months, children need family foods that parents eat, especially eggs and other soft foods that are nutritious and healthy.**

- With animal-source foods like eggs, chicken, fish and liver, the brain will grow. Without this food, the brain will slowly die.

Activity 3a. Communication activity/Ice Breaker: Word game (10 minutes)

Talking is one of the five key things children need to grow. Let's play a talking game. One person says a word, any word, and the next person says the first word that comes to mind when he hears that word. There are no right or wrong answers. If many of us play we will hear many different answers, including funny ones! It doesn't have to be a logical or meaningful word. We can also form a chain where I say a word, then one of you responds, then another responds to that word, and so on. Let's see what happens.

Here is my word: **Baby**. [ALLOW GROUP TO RESPOND]

Here is another word: **Cook**. [ALLOW GROUP TO RESPOND]

This is a game we can play with our children, even the babies. At home you can let your child say the first word or noise and you respond to them. Children love to know that they can start a game and you will follow. This way the child will learn to love 2-way talk with the parent.

Activity 4. Setting up a Buddy System and Public Commitment (10 minutes)

Changing practices is difficult. We all need buddies to help us continue with these practices and continue to come to these meetings. Please find another father here today who can be your buddy and go stand next to each other. [Allow men to arrange themselves in their buddy groupings. Help out if some are too shy by assigning buddies.]

Please, buddies, make sure you exchange mobile numbers with each other. Please encourage each other to attend all of the Msingi Bora sessions, and to continue the practices between sessions. Please support each other in this program. I will also support you by reminding you of upcoming meetings and encouraging you in these new practices.

Now let us all commit to spending 5 minutes each day practicing these new behaviors with our children. Everyone please stand and hold up your right hand and repeat after me. [You will say one sentence at a time, letting parents repeat each sentence in turn.]

- I want to be the best parent I can be. [WAIT FOR PARENTS TO REPEAT]
- I want my child to have the best possible future. [WAIT FOR PARENTS TO REPEAT]

- **With love, talk, play, wash, and food,** [WAIT FOR PARENTS TO REPEAT]
- **Together, we can build a bright future for our children.** [WAIT FOR PARENTS TO REPEAT]

Everyone who has taken this pledge, please come forward to mark our village poster. We will display this poster at our future village meetings. Tell at least one person in your home what you learned today.

Closing Activity 5. Final Messages, Group Song and Homework (10 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what the parents doing 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 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 will now sing a group song about the Big Five.

Ask all the fathers to form a circle. Clap and sing a well-known local song adapted for the 5 messages. Involve all parents in singing.

For **homework** before our next session, sing the group song to your child as we did in the session every day. Work on implementing the 5 messages of love, talk, play, food and wash into your daily lives, and record when you do so on your calendars. Tell at least one person in your home what you have learned today using the take-home poster.

Make sure your attendance was recorded today so you get credit for earning the certificate.

[End of Session 1B]

Session 2A. Love and Respect in the Family (Mothers)

Preparation

Materials:

- 5 messages poster that was signed in first session
- Relationships Poster
- A bag of bottle caps for stacking activity
- Play bag with materials to occupy children
- Write out each skit separately on its own paper

Information for the CHV to read ahead of the session:

- Parents need respectful relationships with spouses, family, community, and themselves in order to be strong parents. It is especially important for mothers to feel self-respect.
- Children need love, attention and a nurturing environment to develop strong minds and be emotionally strong.
- All family members must feel safe with each other, not fearful.
- Parents need to show respect for each other in order to teach their children to respect others.

Objectives:

By the end of the session, the parents in the group will have:

- Practiced a new play activity with their children
- Learned the important relationships in a child's life
- Learned new ways to encourage good behavior by setting rules and praising (skit activity)
- Learned new ways to discourage bad behavior (skit activity)

Duration:

1.5 hours

Session 2A. Love and Respect in the Family (Mothers)

Welcome and Buddy Attendance

Ask your assistant to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

Welcome, parents. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Remember, I had asked you to sing our group song about love to your child as we did in the session every day. I also asked you to work on implementing the 5 messages into your daily lives and to record those activities in your calendars.

Who was able to do this? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]

Who hung up their take-home poster? [ASK MOTHERS TO RAISE HANDS]

Who was able to tell one family member what you learned last time using the poster? [ASK FOR EXPERIENCES OF AT LEAST 2 PARENTS.]

Thank you for sharing your experiences.

Purpose

Today we will discuss the importance for children's brain development of growing up in a family where parents love and respect each other and their children. But first, let's practice more talking and play games with our children.

Activity 1. Play Activity: Bottle Caps (15 minutes)

This activity can be implemented at any time during the session, including as mothers wait for others to arrive.

In every meeting we will play new games that we can play with our children at home. Playing is one of the five key things children need to grow and thrive. Today we will play a new game using materials that we can easily find at home. I will pass around this bag of bottle caps. Please everyone take a few bottle caps for this activity and pass the bag along. Mothers should put all the caps on the ground in front of your child. Tell your child to make something with the caps.

Pass around caps. Parents should be seated on ground facing their child. Let children do what they want with the caps. Walk around observing and offering feedback.

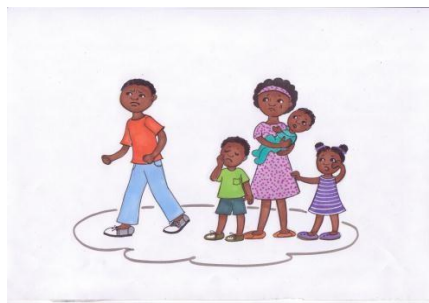
For younger children less than 12 months, allow your child to explore the bottle tops. Give him two or three. See what he or she does with them. Can she hold them? Does he bang them together? Drop them to the ground? For older children, see if the child can stack them on top of each other to build a tower. Or make a long train.

Encourage parents to observe how children of different ages do things differently. Help parents appreciate what their child is able to manage. Help parents see their children in a positive way. Encourage parents to respond to their children.

Are there other things in the house a child could try making a noise with? Pots and spoons? Are there other things in the house a child could try stacking with? Plastic or aluminum cups? Wooden blocks? With practice and opportunity, and as the child gets older, he will be able to build a higher tower.

Activity 2. Reasons for being a happy or sad family (10 minutes)

In this activity you will show pictures to the group and ask questions. Prepare the flip chart before starting the activity. You will facilitate a group discussion, pay attention to the list of DOs and DON'Ts at end of this activity. SHOW BELOW PICTURE.



vs.



I want to talk now about family emotions.

We have talked a lot about how children can thrive when they grow up in a family where parents love and respect each other and their children. Please look at these pictures. There are two families here. Which picture would you rather be? [ALLOW RESPONSES]

What are your reasons for preferring the happy family? [ALLOW RESPONSES AND SUMMARIZE]

What about the other picture? What problems is this family having? [LISTEN]

[PROBE]

- **What about the father? What problem is he experiencing?**
- **What about the mother? What problem is she experiencing?**
- **What are some problems that parents have with each other?**
- **Why is this child crying and this one happy?** [ALLOW GROUP DISCUSSION ON THESE QUESTIONS]

Caution for Facilitators. Do's and Don'ts for group discussion:

- **Don't** blame the people of being weak or bad. Say that stresses of life can sometimes make any one of us feels like this – like giving up hope and stopping to try.
 - **Do** let mothers talk about their own problems. Listen sympathetically.
 - Use phrases showing your concern and validation: "It sounds like..." "I understand that ..." "That sounds like it would be very difficult..."
-

Activity 3. Discuss important family relationships for a child (20 minutes)

You will guide a group discussion using the relationship poster as a visual aid.

Children can thrive when they grow up in a family where parents love and respect each other and their children. Please look at this picture. Here are some important relationships for a child. What do you see?

[SHOW] Use the relationship matrix poster (below). Start the discussion by pointing to the picture of the mother holding the child.

This picture describes the relationship a mother and baby have together. Let's talk about why this relationship is important for the child. Can you tell me one reason why this relationship is so important?

Keep asking for 2 or 3 other reasons. Then summarize:

This picture represents **Mother and Baby. The love between mothers and children creates an important bond. Loving a child is more than feeding or washing. It makes you happy and it makes your child happy.**

Ask another participant to describe the father – child picture.

This picture shows a **father and baby. Why is the relationship between the father and child important?** [Allow participants to respond.]

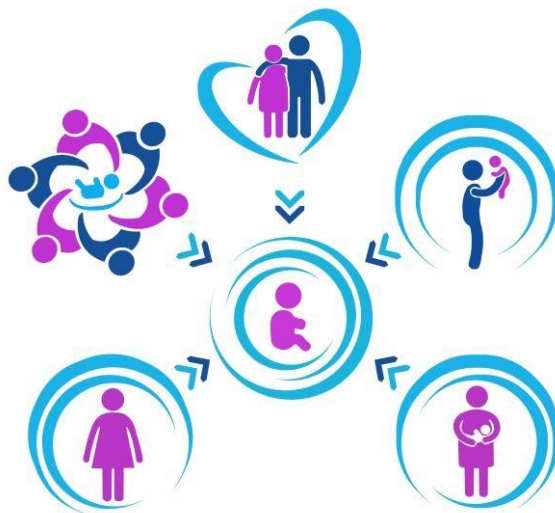
Fathers are as important as mothers for the baby. They can provide love, protection and be a role model. Children learn from their fathers.

Do you know some of the benefits that come from men playing an active role in childcare? [LISTEN TO RESPONSES. IF NOT MENTIONED, READ LIST BELOW.]

Here are a few more of the benefits of fathers being active in their children's lives. [FROM LIST BELOW READ THOSE ITEMS NOT ALREADY MENTIONED]

- **Good relations among mother, father and children.**
- **Reduces mothers' stress from overwork.**
- **Children become more flexible as adults, seeing how to care for children.**
- **Children receive more attention, more stimulation, more play. This is good for their brain's development.**
- **By being good role models, men can create change in the community at large.**

[KEEP ASKING ABOUT EACH PICTURE GOING IN A COUNTER CLOCKWISE DIRECTION. ENCOURAGE DISCUSSION UNTIL ALL OF THE RELATIONSHIPS HAVE BEEN DISCUSSED.]



What relationship does this represent? [POINT TO MOTHER-FATHER PICTURE AT TOP OF IMAGE. ALLOW RESPONSE]

Why is the Mother-Father relationship important to a child? [ALLOW RESPONSE]

Then summarize:

- This picture represents **Mother-Father Relationship**. Parents who respect each other are able to work together as a team. This makes parenting easier. Children learn about respect by watching their parents.

What relationship does this represent? [POINT TO FAMILY AND FRIENDS PICTURE AND ALLOW RESPONSE]

Why is the Mother's relationship with **friends and family** important to a child?

Then summarize:

This picture represents **Mother's Relationships with Friends and Family Members**. Family and friends are important, as are community resources such as health clinics and schools. We all need many types of support to help us raise our children. When mothers have support, they will take better care of their children.

What relationship does this represent?

This picture represents **Mother's relationship with Herself**. People often forget they have a relationship with themselves. Do you ever talk to yourself? It is important to love and respect yourself so you can take care of yourself. It helps you be a good mother.

Activity 4. Sending messages to children that make a relationship (25 minutes)

This activity involves skits and role play. The goal is to encourage parents to actively listen to their children and recognize verbal and non-verbal signals. Have the written skits ready to hand out to groups.

Everyone wants to feel loved and respected, including children. Please arrange yourselves into 3-4 smaller groups of 4-5 persons each. I will give each group a different situation. Each group will prepare a skit with this situation that includes a negative ending, and then create another one for the same situation with a more positive ending. Each group will display both their skits to the larger group. You will have 10 minutes to prepare your skit.

Divide the group into three smaller groups, give each group their skit description. Move among the groups and help them to understand to create two endings. Be mindful of time; they can spend 5 – 10 min preparing. You will need 15 min to show and discuss the skits.

Role Play 1:	<p>[SAY to group 1]: Mother and father are busy doing chores. Their 6-month old baby starts to cry loudly. No one knows why. The mother yells at the child and tells him/her to be quiet. The father yells at the mother to shush the baby. The child continues to cry louder.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
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Role Play 2:	<p>[SAY to group 2]: Mother and father are busy working around the house. The 18-month-old child interrupts and wants his father's attention to show him something. The father tells the child that he's busy and to go see his mother. The child then goes to his mother who responds angrily that she is busy. The child leaves crying.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
Role Play 3:	<p>[SAY to group 3]: Mother and father are busy working around the house. The 24-month-old child tries to get their attention by joining in to "help" with the chores, but ends up spilling the washbasin of water.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
Role Play 4 (if needed)	<p>[SAY to group 4] Father comes home after a long day at work. He finds the mother is busy with chores and the child is crying, while another child is running around and making a mess.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>

Group 1 skits [Invite the first group to present their first skit with negative ending.]

What messages were sent by parents? [ALLOW THE GROUP TO RESPOND]

How did the child feel? How will the child feel toward the parent – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Now please show us the skit for this situation with the positive ending? [ALLOW POSITIVE SKIT]

Now in this skit, what messages were sent by parents? [ALLOW THE GROUP TO RESPOND]

How did the child feel? How will the child feel toward the parent – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Group 2 skits. INVITE GROUP 2 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

Group 3 skits. INVITE GROUP 3 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

AFTER ALL SKITS:

Based on our skits, think of two things parents can say and do that send a message of love and respect to your children. Let's think of specific examples of what we saw or new ones that you could add to the skit. [ALLOW 1-2 PARTICIPANTS TO RESPOND]

Please try these ideas out and share your experiences in the next session. Keep a tally every day if you said something positive to your child like: You are a good child; I love you. You can put a seed in a cup as a good way to keep track if you need a physical reminder to keep a tally.

Closing Activity 5. Group song, Messages and Homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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 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 talked about LOVE and RESPECT today, and how children benefit from a home in which family members show love and respect to each other.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, I would like you to practice showing love and respect to your family members. Please try at least two ways to show love and respect to your child before next session and come next week prepared to talk about your experiences. Use your poster at home to teach one family member what you have learned today about love and respect.

As homework you must bring a cloth bag or play bag containing any play objects or learning materials that your child likes to play with – not store bought toys. These could be anything the child likes to play with like home-made shakers, cups, spoons, bottles or bottle caps. We will let the children play while we talk. Please check to make sure your buddy also comes and also is prepared with play things for their child. Babies should be fed and rested and ready to work with us.

Thank you. Please make sure your attendance was recorded by my assistant so you are recognized for your attendance.

[End of Session 2A]

Session 2B. Love and Respect in the Family (Fathers)

Preparation

Materials

- 5 messages poster that was signed in first session
- Relationships Poster
- Write out each skit separately on its own paper

Information for the CHV to read ahead of the session:

- Parents need respectful relationships with spouses, family, community, and themselves in order to be strong parents. It is especially important for mothers to feel self-respect.
- Children need love, attention and a nurturing environment to develop strong minds and be emotionally strong.
- All family members must feel safe with each other, not fearful.
- Parents need to show respect for each other in order to teach their children to respect others.

Objectives:

By the end of the session, the parents in the group will have:

- Practiced a new play activity with their children
- Learned the important relationships in a child's life
- Learned new ways to encourage good behavior by setting rules and praising (skit activity)
- Learned new ways to discourage bad behavior (skit activity)

Duration:

1.5 hours

Session 2B. Love and Respect in the Family (Fathers)

Welcome and Buddy Attendance

Ask your assistant to take attendance and to distribute soaps to fathers who arrive within 30 minutes of scheduled start time.

Welcome, fathers. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Remember, I had asked you to sing our group song about love to your child as we did in the session every day. I also asked you to work on implementing the 5 messages into your daily lives.

Who was able to do this? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]

Thank you for sharing your experiences.

Purpose

Today we will discuss the importance for children's brain development of growing up in a family where parents love and respect each other and their children.

Activity 1. Reasons for being a happy or sad family (10 minutes)

In this activity you will show pictures to the group and ask questions. Prepare the flip chart before starting the activity. You will facilitate a group discussion, pay attention to the list of DOs and DON'Ts at end of activity. SHOW BELOW PICTURE.



vs.



I want to talk now about family emotions.

We have talked a lot about how children can thrive when they grow up in a family where parents love and respect each other and their children. Please look at these

pictures. There are two families here. Which picture would you rather be? [ALLOW RESPONSES]

What are your reasons for preferring the happy family? [ALLOW RESPONSES AND SUMMARIZE]

What about the other picture? What problems is this family having? [LISTEN]

[PROBE]

- **What about the father? What problem is he experiencing?**
- **What about the mother? What problem is she experiencing?**
- **What are some problems that parents have with each other?**
- **Why is this child crying and this one happy?** [ALLOW GROUP DISCUSSION ON THESE QUESTIONS]

Caution for Facilitators. Do's and Don'ts for group discussion:

- **Don't** blame the people of being weak or bad. Say that stresses of life can sometimes make any one of us feels like this – like giving up hope and stopping to try.
 - **Do** let mothers talk about their own problems. Listen sympathetically.
 - Use phrases showing your concern and validation: "It sounds like..." "I understand that ..." "That sounds like it would be very difficult..."
-

Activity 2. Discuss important family relationships for a child (20 minutes)

You will guide a group discussion using the relationship poster as a visual aid.

Children can thrive when they grow up in a family where parents love and respect each other and their children. Please look at this picture. Here are some important relationships for a child. What do you see?

[SHOW] Use the relationship matrix poster (below). Start the discussion by pointing to the picture of the mother holding the child.

This picture describes the relationship a mother and baby have together. Let's talk about why this relationship is important for the child. Can you tell me one reason why this relationship is so important?

Keep asking for 2 or 3 other reasons. Then summarize:

This picture represents **Mother and Baby**. The love between mothers and children creates an important bond. Loving a child is more than feeding or washing. It makes you happy and it makes your child happy.

Ask another participant to describe the father – child picture.

This picture shows a **father and baby**. Why is the relationship between the father and child important? [Allow participants to respond.]

Fathers are as important as mothers for the baby. They can provide love, protection and a be a role model. Children learn from their fathers.

Do you know some of the benefits that come from men playing an active role in childcare? [LISTEN TO RESPONSES. IF NOT MENTIONED, READ LIST BELOW.]

Here are a few more of the benefits of fathers being active in their children's lives. [READ FROM LIST BELOW THOSE ITEMS NOT ALREADY MENTIONED]

- **Good relations among mother, father and children.**
- **Reduces mothers' stress from overwork.**
- **Children become more flexible as adults, seeing how to care for children.**
- **Children receive more attention, more stimulation, more play. This is good for their brain's development.**
- **By being good role models, men can create change in the community at large.**

[KEEP ASKING ABOUT EACH PICTURE GOING IN A COUNTER CLOCKWISE DIRECTION. ENCOURAGE DISCUSSION UNTIL ALL OF THE RELATIONSHIPS HAVE BEEN DISCUSSED.]



What relationship does this represent? [POINT TO MOTHER-FATHER PICTURE AT TOP OF IMAGE. ALLOW RESPONSE]

Why is the Mother-Father relationship important to a child? [ALLOW RESPONSE]

Then summarize:

- This picture represents **Mother-Father Relationship**. Parents who respect each other are able to work together as a team. This makes parenting easier. Children learn about respect by watching their parents.

What relationship does this represent? [POINT TO FAMILY AND FRIENDS PICTURE AND ALLOW RESPONSE]

Why is the Mother's relationship with friends and family important to a child?

Then summarize:

This picture represents **Mother's Relationships with Friends and Family Members**. Family and friends are important, as are community resources such as health clinics and schools. We all need many types of support to help us raise our children. When mothers have support, they will take better care of their children.

What relationship does this represent?

This picture represents **Mother's relationship with Herself**. People often forget they have a relationship with themselves. It is important for mothers to love and respect themselves so they can take care of themselves. It helps them to be good mothers.

Activity 3. Sending messages to children that make a relationship (25 minutes)

This activity involves skits and role play. The goal is to encourage parents to actively listen to their children and recognize verbal and non-verbal signals. Have the written skits ready to hand out to groups.

Everyone wants to feel loved and respected, including children. Please arrange yourselves into 3-4 smaller groups of 4-5 persons each. I will give each group a different situation. Each group will prepare a skit with this situation that includes a negative ending, and then create another one for the same situation with a more positive ending. Each group will display both their skits to the larger group. You will have 10 minutes to prepare your skit.

Divide the group into three smaller groups, give each group their skit description. Move among the groups and help them to understand to create two endings. Be mindful of

time; they can spend 5 – 10 min preparing. You will need 15 min to show and discuss the skits.

Role Play 1:	<p>[SAY to group 1]: Mother and father are busy doing chores. Their 6-month old baby starts to cry loudly. No one knows why. The mother yells at the child and tells him/her to be quiet. The father yells at the mother to shush the baby. The child continues to cry louder.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
Role Play 2:	<p>[SAY to group 2]: Mother and father are busy working around the house. The 18-month-old child interrupts and wants his father's attention to show him something. The father tells the child that he's busy and to go see his mother. The child then goes to his mother who responds angrily that she is busy. The child leaves crying.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
Role Play 3:	<p>[SAY to group 3]: Mother and father are busy working around the house. The 24-month-old child tries to get their attention by joining in to "help" with the chores, but ends up spilling the washbasin of water.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>
Role Play 4 (if needed)	<p>[SAY to group 4] Father comes home after a long day at work. He finds the mother is busy with chores and the child is crying, while another child is running around and making a mess.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive parenting ending. You will perform the 2 skits for the larger group.</p>

Group 1 skits [Invite the first group to present their first skit with negative ending.]

What messages were sent by parents? [ALLOW THE GROUP TO RESPOND]

How did the child feel? How will the child feel toward the parent – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Now please show us the skit for this situation with the positive ending? [ALLOW POSITIVE SKIT]

Now in this skit, what messages were sent by parents? [ALLOW THE GROUP TO RESPOND]

How did the child feel? How will the child feel toward the parent – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Group 2 skits. INVITE GROUP 2 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

Group 3 skits. INVITE GROUP 3 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

AFTER ALL SKITS:

Based on our skits, think of two things parents can say and do that send a message of love and respect to your children. Let's think of specific examples of what we saw or new ones that you could add to the skit. [ALLOW 1-2 PARTICIPANTS TO RESPOND]

Please try these ideas out and share your experiences in the next session. Keep a tally every day if you said something positive to your child like: You are a good child; I love you. You can put a seed in a cup as a good way to keep track if you need a physical reminder to keep a tally.

Closing Activity 4. Group song, Messages and Homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food. We talked about LOVE and RESPECT today, and how children benefit from a home in which family members show love and respect to each other.

Let's now sing our group song to close for today. You can sing this song to your child at home. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain.

Ask all the fathers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, **as homework** I would like you to practice showing love and respect to your family members. Please try at least two ways to show love and respect to your child before next session and come next week prepared to talk about your experiences.

Thank you. Please make sure your attendance was recorded by my assistant so you are recognized for your attendance.

[End of Session 2B]

Session 3. Provide a variety of stimulating objects for child's play

Preparation

The assistant will need to look after children during Discussion Activity 3. Please warn her.

Materials:

- Signed 5 messages poster
- A bag of play materials that can be found in households and around the village in case parents forget to bring their own. Some ideas include:
 - Seeds or beans for child to put in a plastic bottle
 - clothes pegs, ball or stones
 - 6+ small sticks to count, make shapes, draw in the ground
 - Rope or string to attach to something to pull
 - Cloth with colourful patterns to tie or wrap or make into an object
 - Colorful pictures from calendars, posters, or boxes
 - Spoon to carry seeds
 - Small boxes of different sizes
 - Small clay objects
 - bottle caps, plastic for younger or metal for older children
 - 2-3 empty bottles with tops to unscrew
 - 10 small blocks of any shape from carpentry shop
 - Cups or any small container to hold small things
- Example of toys that can be made by parents (NOT store bought):
 - doll
 - rattles (only for child under 12 months)
 - box car

Information for CHV to read ahead of session:

- Brain development is most rapid from 0-3 years. In addition to good nutrition, children need lots of stimulation from play objects and from talk starting at birth.
- Children need to look at colorful and moving objects starting at birth. Soon after, they will want to swing their arms to touch the objects they see. By the time they are able to sit, they need play things to manipulate on their own.
- Girls and boys need the same play materials. Their brains are the same. Children who have physical disabilities, or who are blind or deaf, all need play materials. One of the smartest men in the world was in a wheelchair unable to speak or move his

limbs for 20 years. So disabilities should not stop a child from receiving play materials.

- Children learn and their brain grows when they play with objects. They learn how to work at an activity, how to coordinate hands with eyes, how to solve problems (e.g. retrieve something out of reach), about gravity (e.g. when things fall) and shapes. As they learn skills, they develop strength to try new tasks.
- Children need new things to play with every month. The brain needs novelty to grow. Store bought toys are not needed, just new safe objects to play with such as those listed above.
- When children are learning these skills, they will still need some help and lots of encouragement from parents to make sure they enjoy working on play tasks.
- A child can play on his/her own while a working parent is near enough to hear and see the child. Find a regular time of each day when the child knows he/she will be able to play, e.g. midmorning and late afternoon.

Objectives:

By the end of the session, the parents in the group will have:

- Understood why children need to play with objects in order to learn. (why)
- Practiced encouraging their child to keep playing using talk and new objects. (how)
- Identified times in their day when their child can play with some supervision. (when)
- Identified barriers and how to solve them. (problem-solve)

Duration:

1.5 hours

Session 3. Provide a variety of stimulating objects for child play

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask your assistant to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

Welcome, mothers. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice showing love and respect to family members.

Who was able to do this? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Thank you for sharing your experiences.

Activity 1. Practice Play (30 minutes)

HAVE THE GROUP FORM A CIRCLE WITH MOTHERS SEATED on the outside FACING THEIR CHILD.

For our first activity today we are going to play with our children. Last session I asked that you bring a bag with some of your child's favorite playthings. Who did that? Is anyone missing a playbag? [MAKE SURE ALL CHILDREN HAVE AT LEAST ONE PLAY OBJECT. USE OBJECTS FROM YOUR OWN BAG IF NEEDED OR ENCOURAGE SHARING.]

Please arrange yourselves so that your child is facing you and your bag of children's play objects is between you. Let your child reach into the bag and pull out some things. Then let children play with those objects.

While they play, we can watch and talk with them. Maybe we just tell them exactly what we see them doing. Tell the child, "I see you are playing with the boxes and bottle caps now. What will you make? Good job trying hard." [LET CHILDREN PLAY FOR 5-10 MINUTES]

As your children play, parents should not touch the playthings unless the child gives it to you. Just talk to your child as they play. [MOVE AROUND THE GROUP AND WATCH THE CHILDREN. LOOK FOR SPECIFIC ACTIONS BELOW.]

- Young babies under 12 months pick up something and shake it or hit it against something else. Tell the parents: **This is a good toy and good action done by the baby.**

- Children over 12 months take 2 or 3 separate things and put the objects in or on each other, e.g. stones into a cup, stack one cup on top of another. Tell the parents: **This is a good toy and good action done by the baby.**
- If you see a child over 12 months playing with a 1-piece toy, like a rattle, you can coach the parents to give their child 2-3 materials that go together. Tell the parents: **If you give a 1-piece toy like a rattle to an older child, the brain will not grow. As children get older, they need more challenging things to play with. Give them a few things at once.**

After the play session,

What did you see your child doing during our play session? [ALLOW RESPONSES]

Did your child seem to enjoy playing? [ALLOW RESPONSES]

Activity 1b. CHV shows other play materials that parents may be able to acquire

Now, let us watch if children like to be given something new to play with. I am going to give every child something new. [TAKE NEW OBJECTS FROM YOUR BAG AND GIVE SOMETHING NEW TO EACH CHILD]

Let's watch our children play with these new things. Do they like the new objects? [ALLOW RESPONSE]

If your child only looks at the new thing I gave them, you can encourage your child by softly saying, "What is it? Pick it up. What can you do with it?" Most children will like the new plaything.

Why do we want children to play? [LET PARENTS ANSWER]

When children play they learn and their brains grow. They teach themselves how to put objects together, how to make sounds, how to create something new.

Activity 2. Group promises. Show and Tell about your Child's Play (15 minutes)

The purpose of this activity is to have parents identify when they will arrange for their child to play during the day, and what their child will play with. Children may continue to play next to their parent.

Children need things to play with. Everyday items can be used. For example, cups, bowls, wooden spoon, clothes pegs. You do not need to purchase items.

It is important to have a bag for your child's play things and a clean mat to play on at home. Play things will be kept safe in a bag and your child will know where to find them when it is play time.

Over time, children need new playthings to keep their interest and help their brains grow. Try to put something new into your play bags every week. Do not put sharp objects or small objects that can be swallowed. Let us all make a promise to add something new to our bags for next week. *Let's start with parents of infants under 12 months...*

[ASK PARENTS OF INFANTS] What will you put into the playbag for your young child tomorrow? Everyone should mention something different. [LET ALL PARENTS OF INFANTS RESPOND AND THEN SUMMARIZE GOOD IDEAS FOR PLAYTHINGS FOR THIS AGE GROUP]

Now let's hear from parents of children who are standing and walking, those 12 months and older. What will you promise to put into the playbag for your child? [LET PARENTS OF OLDER CHILDREN RESPOND AND THEN SUMMARIZE GOOD IDEAS FOR PLAYTHINGS]

Encourage each of the parents to answer. If a parent of an older child mentions something that is also good for younger children (e.g., rattle), then you can tell parents of infants to add that to their list. If a parent states something that is impossibly difficult for that age-group, e.g. learning to read or to count, then point out that the materials may be fun to manipulate, but don't expect the child to learn a preschool skill like reading yet. Explain that the same toy can be used for different things at different age groups. For example, blocks can be dumped out or put inside a bucket at a young age (6-12 months), and stacked or used to build with at an older age (12-18 months)

Now, all children need to play 2 or 3 times a day. What times of the day are best for you to allow time for your child to play? Can you make it 2 or 3 regular times each day?

You do not always need to play with your child when your child is playing, but someone needs to keep an eye on the child. Think about who will be at home to keep an eye on the child? Can husbands and wives support each other to make sure to make time for your child to play? Can your buddy help to make sure that you each make time for your child to play? [ALLOW GROUP BRAINSTORMING]

Let parents say the times of the day and who will be at home to supervise. Tell them to arrange with their buddies to check on each other's commitment to this schedule. They should be specific about each.

Supervising means that you can keep an eye on them. Keeping an eye does not mean playing with them. It means being close enough to help if there is trouble. However,

children learn more if they are also engaging with an adult in two-way talk while playing, which helps their brains to grow faster.

Activity 3. Common Problems to solve and discuss on play (20 minutes)

During this time your assistant can look after the children. CHV asks Questions and allows parents to answer. After parents answer, then CHV repeats the good answer.

Here are questions often asked by parents regarding child play. Together we can come up with some good answers.

Q: Why should children start to play with objects shortly after birth? [ALLOW GROUP DISCUSSION]

A: Children can see at birth and they can hear and feel things. Because those parts of the brain are working at birth, they need to be given stimulation. With practice, their arms and legs will get more coordinated and stronger.

Q: Sometimes I hear parents worry that they do not have store bought toys for their child. What do we think of this? [LISTEN TO RESPONSES]

A: Play things are what you have in your home e.g., spoons and a cup, stones and a bottle. They do not need to be bought from a store.

Q: How can we stop children from getting sick if they put dirty playthings in their mouths? [ALLOW GROUP DISCUSSION]

A: Put a child under 12 months on a mat with clean play things around them. Once a child starts to walk, they are at an age when they will not put things in their mouths. Make that a rule. And have them wash hands frequently – washing water can be reused if not too dirty. Parents may want to wash some play toys every day and set them out to dry before putting them back in the play bag.

Q: My child plays only a short time and then starts to cry for me. How can I keep him playing while I do my work? [ALLOW GROUP DISCUSSION]

A: Ask yourself why the child is crying. There are many reasons. The child may be worried that you are too far away, so talk to him/her or call out if you are working at a distance. Children want to touch or see or hear parents. Hug the child and state that you are working and he/she should play on their own; assure the child that you will

come back soon. The child may be bored, and need another toy to play with. Encourage your child to talk to you while you are working, rather than crying.

Q: I am busy with my job and chores. How can I find time to play with my children?

[ALLOW GROUP DISCUSSION]

A: Most of the time, your children can play on their own if you give them things to play with. They can also play with other children or another adult such as fathers. You do not have to play with children but they need your attention and your conversation. So find a time when you can work while you are sitting or standing near your child. Talk to your child about what he/she is playing. Show interest, and talk.

Q: What if my children like to play together with no toys? Do they have to have toys?

[ALLOW GROUP DISCUSSION]

A: Children should play with toys at some time during the day, because it makes them strong and smart. They should also play running, jumping, and hopping games, because that is fun for them and helps them develop other skills. There is enough time in one day for both kinds of play.

Q: Do we give different play things to girls and boys, to children who have disabilities?

[ALLOW GROUP DISCUSSION]

A: No. We must give the same things. At this age, all children have brains that must receive stimulation by playing with objects.

Closing Activity 4. Group song and homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

As we end today's session, look at this picture. One of the illustrations shows the message we talked about today. It is: Play. Parents provide a variety of stimulating play objects. What else can parents do to make children strong, healthy and smart? [ALLOW THE PARENTS TO ANSWER. THEN READ PARENTS THE 5 MAIN MESSAGES ON THE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

After song,

Please applaud what you and your child can do together.

Remember, children need to play to learn, but they do not need expensive toys to play with.

For **homework**, let us give time for conversation and play with our children as we promised here today to do so. Allow your children to play both on their own and with you playing with them. Find a regular time during each day when the child can play. Check on your buddies to make sure they too find a regular time each day for play.

Find a bag for storing play things if you have not already. Please also think of ideas for play materials and give your child a new play object each week as you promised here today. Teach another family member about what you have learned today using your poster from the first session.

Thank you for your active participation today. Please everyone make sure my assistant recorded your attendance so you are recognized for attending today.

[End of Session 3]

Session 4G. Group Review Session

Preparation

In activity 1, mothers should engage children in play with objects. Then children should continue to play with objects as mothers move onto discussion activity 2. Your assistant should be ready to help occupy children during discussion activity 2. Warn her.

Materials:

- Signed 5-Messages Poster
- Play bag with play objects to share (see session 3 for list of potential items)

Information for only CHVs to read ahead of session:

This session will review the previous 3 group sessions as well as have a new communication activity for parents and children.

- In the first session, we spoke about what parents do to help their children grow and thrive and introduced the five key practices: love, talk, play, wash, food.
- In the second session, we learned that children benefit if both parents share responsibility of childcare, and the importance of respectful relationships among parents, including with themselves.
- In the third session, we learned that children need time for play and that everyday objects can be used as playthings for children. We practiced playing with our children and came up with ideas for new playthings parents can put in their playbags.

Objectives:

By the end of this session, the parents in the group will have:

- Reviewed the 5 key messages about love, talk, play, wash, and food.
- Reviewed the ways parents can show love and respect to their children
- Reviewed important relationships in a child's life
- Engaged in more play with children

Duration: 1.5 hours

Session 4G. Group Review Session

Welcome, Buddy Attendance and Review Homework (15 minutes)

Ask your assistant to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

Welcome to the meeting. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Last session's homework was to find a regular time each day for children to play, as well as to put objects into a play bag for your child. Can you tell us what was your child's favorite play object over the past weeks?

[DISCUSS FOR A FEW MINUTES. SHARE IDEAS FOR NEW PLAYTHINGS FROM GROUP. ASK MOTHERS TO COMMIT TO ADDING NEW PLAY THINGS EACH WEEK.]

Who taught a family member about what they learned last time using the poster in your home? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Purpose

Today we will review how we can help our children to develop healthy and strong minds and bodies. We will also review important relationships in a child's life and correct some common myths about childcare. Finally, we will practice another fun communication game with our children. Before we get started, let's please each of us give our children something from our play bags and play with our children.

Activity 1. Play Activity – free play (10 minutes)

For our first activity today we are going to play with our children again using items from their playbags. Is anyone missing a playbag? [MAKE SURE ALL CHILDREN HAVE AT LEAST ONE PLAY OBJECT. USE OBJECTS FROM YOUR OWN BAG IF NEEDED OR ENCOURAGE SHARING.]

Please let your child reach into the bag and pull out some things. Then let children play with those objects.

While they play, we can watch and talk with them. Maybe we just tell them exactly what we see them doing. Tell the child, "I see you are playing with the boxes and bottle caps now. What will you make? Good baby." [LET CHILDREN PLAY FOR 5-10 MINUTES]

As your children play, parents should not touch the playthings unless the child gives it to you. Just talk to your child as they play. Respond to their efforts to communicate. [MOVE AROUND THE GROUP AND WATCH THE CHILDREN. ENCOURAGE MOTHERS TO RESPOND TO CHILDREN'S CUES.]

Now mothers please allow your children to continue playing while we move onto a discussion. [ALLOW CHILDREN TO PLAY. HAVE YOUR ASSISTANT READY TO TEND TO CHILDREN AS MOTHERS DISCUSS IN ACTIVITY 2]

Activity 2. Reintroduce the 5 main messages (15 minutes)

As our children play with their toys, let's review about how babies' brains are ready to grow at birth. A good parent helps the 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 your posters?[WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP IS FINISHED, SHOW THE 5 MESSAGE POSTER]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED BY MOTHERS]

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.

Which of these messages and practices are you able to do? [LISTEN TO RESPONSES. SUMMARIZE.]

What makes them easy to do? [LISTEN TO RESPONSES. SUMMARIZE.]

What makes them difficult? [LISTEN TO RESPONSES. SUMMARIZE.]

For some of these difficulties, how could we overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. BE SURE SOLUTIONS ARE FOUND FOR EACH BARRIER.]

Are buddies supporting each other in doing these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Common myths (5 minutes)

Sometimes we hear about reasons not to do some of these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Has anyone heard of any myths related

to the topics we have discussed in our sessions so far? [ALLOW RESPONSE AND CORRECT MISUNDERSTANDINGS. IF NOT MENTIONED, DISCUSS MYTHS BELOW.]

1. For example, a **common myth** is that fathers do not know how to sing to a child. But if fathers can sing to themselves, they can sing to a baby. Children love the sound of both of their parents singing.
2. Another **common myth** is that it is not good to always be loving, because the child will become headstrong and disobedient.

Can you be loving and critical (disciplinary) at the same time?

Parents have to be many things at the same time, including loving and critical. You can say to the child: "You are usually an obedient child, so I do not know why you disobeyed me now."

3. Another **myth** I have heard is that only children should be respectful and obedient. But love and respect is a two-way interaction. The more you love and respect your child, the more they will love and respect you.
4. Another **common myth** I have heard is that you can overfeed your child. Is that true? [LISTEN TO RESPONSES]

A child needs 3 meals and 2 snacks per day to grow healthy and smart. You cannot overfeed your child healthy foods but it is not healthy for your child to eat too many sweets. Your child will not become sick if he/she eats too much healthy food.

5. Another **myth** I have heard is that children are delayed in learning to speak if they eat eggs. This is not true. Eggs are nutritious and a good source of many nutrients.

Introduce eggs to your child's diet when they are 6 months and older. From birth to 6 months, all the child needs is breastmilk.

Ask mothers if there are other common myths or beliefs that contradict today's lessons. Correct any misunderstandings.

Activity 4. Communication Activity: Stories and rhyming games (10 minutes)

This activity can be implemented at any time during the session, including as mothers wait for others to arrive.

As we spoke about last time, **talking** to your child is one of the five key things children need for their brain to grow. Today we will practice telling our children stories and rhymes. Do we all know pat-a-cake? Let's play pat-a-cake with our children. Please sit in a circle facing your child.

There are many songs and rhymes for the pat-a-cake game. Which ones are you familiar with? Can anyone share them?

[Make sure everyone is seated in a circle facing their children. Demonstrate pat-a-cake with a child, while parents show good responsiveness to the child's cues. Encourage parents to play pat-a-cake with their children and to encourage and help children with hand movements. Praise good responsiveness.]

For children older than 12 months, your child is now familiar with some stories and rhymes. Give the child the opportunity to join you in the words she knows, and sign with you.

[Encourage mothers to accompany the songs and rhymes with sounds using objects such as sticks or stones]

Activity 5. Review love & respect in the family (10 minutes)

We talked before about how children can thrive when they grow up in a family where parents love and respect each other and their children. Does anyone remember the important relationships in a child's life that we have discussed? [ALLOW RESPONSE. IF NOT MENTIONED, REVIEW BELOW RELATIONSHIPS]

1. **Mother and baby.**
2. **Father and baby.**
3. **Mother-Father relationship.**
4. **Mother's relationships with Friends and Family Members.**
5. **Mother's relationship with Herself.**

[If not mentioned] **People often forget they have a relationship with themselves.**

What do you do to show love and respect to yourself? How does it make you feel?

[LISTEN TO RESPONSES AND DISCUSS.]

Some of these ways of acting show LOVE AND RESPECT. We discussed the important relationships in a child's life and the importance of love and respect. There are 3 main ways to show Love and Respect in a family:

- First, Parents need to **Love & Respect their Child**. This starts in the first year of a child's life. When a parent responds to the infant's cries in the first year, the

child learns to trust the parent. Likewise parents need to trust and love their children. It goes two ways.

- Second, in the Mother-Father Relationship, **Love & Respect between partners** provides a firm foundation for the family and their children. When children see parents hurting each other, they become frightened. They are no longer on solid ground. **Everybody wants to hide under the bed when a lion comes into the room.**
- Third, the mother needs to **Love & Respect Herself**. Mothers need to look after their own personal health and well-being in order to support their family and young children. A mother who is too stressed will not be emotionally available to her children. She may not notice that her children are sick or hungry or in need of love. Mothers need to build some respect for themselves in order to be strong.

Closing Activity 6. Group song and homework (5 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Now please look once again at this picture. Let us review the 5 key messages for how we can help make our children's brains grow. [SHOW THE 5 MESSAGE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

After song,

Please applaud what you and your child can do together.

For homework, please practice talking and playing with your child as we did here today. Teach one family member what you have learned today using the poster in your home.

And please bring colorful pictures to next session, such as calendar pages, magazine pictures, or anything else you can find. We will use them for an activity with our children.

Thank you for your participation today. Please make sure my assistant recognized your attendance today.

[End of Session 4G]

Session 4H. Home Review Session

Preparation

This session will be conducted individually in the households of each participating household in your village. Please arrange a time with each family for visiting to conduct this session. Mothers and children should attend; other family members are optional.

Materials:

- Signed 5-Messages Poster
- Play bag with play objects to share (see session 3 for list of potential items)

Information for only CHVs to read ahead of session:

This session will review the previous 3 group sessions as well as have a new communication activity for parents and children.

- In the first session, we spoke about what parents do to help their children grow and thrive and introduced the five key practices: love, talk, play, wash, food.
- In the second session, we learned that children benefit if both parents share responsibility of childcare, and the importance of respectful relationships among parents, including with themselves.
- In the third session, we learned that children need time for play and that everyday objects can be used as playthings for children. We practiced playing with our children and came up with ideas for new playthings parents can put in their playbags.

Objectives:

By the end of this session, the parents in the group will have:

- Reviewed the 5 key messages about love, talk, play, wash, and food.
- Reviewed the ways parents can show love and respect to their children
- Reviewed important relationships in a child's life
- Engaged in more play with children

Duration: 1.5 hours

Session 4H. Home Review Session

Welcome and Review Homework (15 minutes)

Give a soap to mothers at start of home visit.

Thank you for receiving me today in your home. Today we will begin by reviewing our homework from last session.

Last session's homework was to find a regular time each day for children to play, as well as to put objects into a play bag for your child. Can you tell us what was your child's favorite play object over the past weeks?

[DISCUSS FOR A FEW MINUTES. SHARE IDEAS FOR NEW PLAYTHINGS. ASK MOTHER TO COMMIT TO ADDING NEW PLAY THINGS EACH WEEK.]

Did you teach a family member about what you learned last time? What happened?
[DISCUSS.]

Where is your poster for Msingi Bora? [NOTE IN MONITORING FORM IF POSTER OBSERVED]

Purpose

Today we will review how we can help our children to develop healthy and strong minds and bodies. We will also review important relationships in a child's life and correct some common myths about childcare. Finally, we will practice another fun communication game with your child. Before we get started, please give your child something from your play bag and let's play with your child.

Activity 1. Play Activity – free play (10 minutes)

For our first activity today we are going to play with your child again using items from their playbag. Do you have your playbag? [USE OBJECTS FROM YOUR OWN BAG IF NEEDED. AT END OF SESSION, MAKE A NOTE IN MONITORING FORM IF NO PLAY BAG FOR THIS CHILD.]

Please let your child reach into the bag and pull out some things. Then let your child play with those objects.

While they play, we can watch and talk with them. Maybe we just tell them exactly what we see them doing. Tell your child, "I see you are playing with the boxes and bottle caps now. What will you make? Good baby." [LET CHILD PLAY FOR 5-10 MINUTES]

As your child plays, do not touch the playthings unless the child gives it to you. Just talk to your child as they play. Respond to their efforts to communicate. [ENCOURAGE MOTHERS TO RESPOND TO CHILDREN'S CUES.]

Activity 2. Reintroduce the 5 main messages (15 minutes)

As your child plays with their toys, let's review about how babies' brains are ready to grow at birth. A good parent helps the brain to keep growing. To keep growing and become as strong as possible, it needs five things. Do you remember the five key messages from your posters? [WAIT FOR PARENT TO GIVE AS MANY RESPONSES AS SHE CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER SHE IS FINISHED, SHOW THE 5 MESSAGE POSTER]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED BY MOTHER]

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.

Which of these messages and practices are you able to do? [LISTEN TO RESPONSE. SUMMARIZE.]

What makes them easy to do? [LISTEN TO RESPONSE. SUMMARIZE.]

What makes them difficult? [LISTEN TO RESPONSE. SUMMARIZE.]

For some of these difficulties, how could you overcome them? [HELP PARENTS BRAINSTORM SOLUTIONS. BE SURE SOLUTIONS ARE FOUND FOR EACH BARRIER.]

Are you and your buddy supporting each other in doing these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Common myths (5 minutes)

Sometimes we hear about reasons not to do some of these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Have you heard of any myths related to the topics we have discussed in our sessions so far? [ALLOW RESPONSE AND CORRECT MISUNDERSTANDINGS. IF NOT MENTIONED, DISCUSS MYTHS BELOW.]

1. For example, a **common myth** is that fathers do not know how to sing to a child. But if fathers can sing to themselves, they can sing to a baby. Children love the sound of both of their parents singing.

2. Another **common myth** is that it is not good to always be loving, because the child will become headstrong and disobedient.

Can you be loving and critical (disciplinary) at the same time?

Parents have to be many things at the same time, including loving and critical. You can say to the child: "You are usually an obedient child, so I do not know why you disobeyed me now."

3. Another **myth** I have heard is that only children should be respectful and obedient. But love and respect is a two-way interaction. The more you love and respect your child, the more they will love and respect you.
4. Another **common myth** I have heard is that you can overfeed your child. Is that true? [LISTEN TO RESPONSES]

A child needs 3 meals and 2 snacks per day to grow healthy and smart. You cannot overfeed your child healthy foods but it is not healthy for your child to eat too many sweets. Your child will not become sick if he/she eats too much healthy food.

5. Another **myth** I have heard is that children are delayed in learning to speak if they eat eggs. This is not true. Eggs are nutritious and a good source of nutrients.

Introduce eggs to your child's diet when they are 6 months and older. From birth to 6 months, all the child needs is breastmilk.

Ask mothers if there are other common myths or beliefs that contradict today's lessons. Correct any misunderstandings.

Activity 4. Communication Activity: Stories and rhyming games (10 minutes)

This activity can be implemented at any time during the session.

As we spoke about last session, **talking** to your child is one of the five key things children need for their brain to grow. Today we will practice telling our children stories and rhymes. Do you know pat-a-cake? Let's play pat-a-cake with your child. Please sit facing your child.

There are many songs and rhymes for the pat-a-cake game. Which ones are you familiar with? Can you tell me?

[Demonstrate pat-a-cake with the child showing good responsiveness to the child's cues. Encourage parents to play pat-a-cake with their children and to encourage and help children with hand movements. Praise good responsiveness.]

For children older than 12 months, your child is now familiar with some stories and rhymes. Give the child the opportunity to join you in the words she knows, and sign with you.

[Encourage mothers to accompany the songs and rhymes with sounds using objects such as sticks or stones]

Activity 5. Review love & respect in the family (10 minutes)

We talked before about how children can thrive when they grow up in a family where parents love and respect each other and their children. Do you remember the important relationships in a child's life that we discussed? [ALLOW RESPONSE. IF NOT MENTIONED, REVIEW BELOW RELATIONSHIPS]

1. **Mother and baby.**
2. **Father and baby.**
3. **Mother-Father relationship.**
4. **Mother's relationships with Friends and Family Members.**
5. **Mother's relationship with Herself.**

[If not mentioned] **People often forget they have a relationship with themselves.**

What do you do to show love and respect to yourself? How does it make you feel?
[LISTEN TO RESPONSES AND DISCUSS.]

Some of these ways of acting show LOVE AND RESPECT. We discussed the important relationships in a child's life and the importance of love and respect. There are 3 main ways to show Love and Respect in a family:

- First, Parents need to **Love & Respect their Child**. This starts in the first year of a child's life. When a parent responds to the infant's cries in the first year, the child learns to trust the parent. Likewise parents need to trust and love their children. It goes two ways.
- Second, in the Mother-Father Relationship, **Love & Respect between partners** provides a firm foundation for the family and their children. When children see parents hurting each other, they become frightened. They are no longer on solid ground. **Everybody wants to hide under the bed when a lion comes into the room.**

- Third, the mother needs to **Love & Respect Herself**. Mothers need to look after their own personal health and well-being in order to support their family and young children. A mother who is too stressed will not be emotionally available to her children. She may not notice that her children are sick or hungry or in need of love. Mothers need to build some respect for themselves in order to be strong.

Closing Activity 6. Group song and homework (5 minutes)

Have the signed poster that illustrates the messages ready to show to the mother.

Now please look once again at this picture. Let us review the 5 key messages for how we can help make our children's brains grow. [SHOW THE 5 MESSAGE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

After song,

Please applaud what you and your child can do together.

For **homework**, please practice talking and playing with your child as we did here today. Teach one family member what you have learned today using the poster in your home.

And please bring colorful pictures to next session, such as calendar pages, magazine pictures, or anything else you can find. We will use them for an activity with our children.

Thank you for your participation today. I will recognize your attendance today.

[End of Session 4H]

SESSION 5. Talking and Playing with Children

Preparation

Materials:

- Signed 5 Messages Poster
- Play bag with objects
- 20 colored pictures cut out from calendars and posters
- 10 household objects for vocabulary activity, e.g. a shoe, a spoon, a cup, comb, stick

Information for CHV to read ahead of session:

- From birth, children's brains are ready to hear people talk; the language part of their brain is active and ready to hear language.
- Children understand many words by 2 and 3 months of age. They will understand hundreds of words by 12 months and thousands by 3 years of age. They can understand and listen before they can speak.
- Children will start to speak by 12 months; shy ones may speak later but this is not a worry.
- From 12 to 36 months, children's language improves very quickly. Let them speak and have two-way conversations with them. Even if children's speech is very little, parents can have lengthy conversations with them by figuring out what the child wants to say and answering.
- The child's brain wants to hear sentences, not single words, e.g. "listen to the bird singing" rather than "bird." That way they learn that bird and singing go together, that they can listen to birds, and they learn how words are combined in a certain order in their own language.
- Talking should be 2-way: from the child to the parent and the parent to the child. Very young children may not talk in words but they talk in signals. Signals are sounds or body movements. For example, smiling is the child's way of saying, "I am happy." Clinging to the mother's is the child's way of saying, "I need to be close; comfort me." Parents can put those signals into words and then answer the child.

Objectives:

By the end of the session, the parents will have:

- Learned new ways to talk with their child and why talking is necessary. (why)
- Practiced ways to respond verbally to children's gestures, sounds and words. (how)
- Identified times of the day when they can talk with their child. (when)
- Identified barriers (e.g. too busy) and how to solve them. (problem solve)

Duration: 1 -1.5 hours

Session 5. Talking and Playing with Children

Welcome, Review Homework and Buddy Attendance

Ask your assistant to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

Welcome to the meeting. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Last session's homework was to continue practicing playing with your child and talking with them. How did this go? Who was able to do this? [DISCUSS FOR A FEW MINUTES.]

Who was able to teach one family member how to play with the child? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Did everyone remember to put a colorful picture into their play bag for today? [ALLOW RESPONSE] **Thank you for those who remembered.**

Activity 1. Practice 2-way talk with child about a picture (20 minutes)

Have the stack of pictures ready for this activity. Any pictures will do. If there is a large group, this activity may be done in two sections – younger children first and then older.

Today we are going to talk with our children. Even as babies, children like to be talked to, and their brains are ready to hear people talk. From birth, children's brains are ready to hear our language. Children understand many words by 2 and 3 months of age. So even parents of the young babies in the group, please participate and talk to your children in this exercise. [SHOW THE STACK OF PICTURES]

Today we have pictures that we will show our children. Why do we want to show pictures to the children? What will they learn from them? [LET MOTHERS RESPOND]

A: Children like pictures, so talking with them about pictures is a good way to help them learn language. This is how we can use pictures to help learning. With a picture, you can:

- **Tell your child what you see in the picture.**
- **If your child is older, tell them more about the pictures. For example, the colors, the people, or story in the picture.**
- **Make fun with your child while showing them pictures.**

Here is a picture. What can we say about this picture? Please share your ideas. [ALLOW MOTHERS TO LOOK AT THE PICTURE AND SAY WHAT THEY MIGHT TELL THEIR CHILDREN ABOUT THE PICTURE.]

Remember that to be responsive means that you respond to your child's interest and sounds. You don't just talk to yourself. If your child doesn't talk yet, then they can point. Then it is the parent's turn to talk – you can repeat the child's word and put it into a larger sentence. Or if your child only pointed, you can respond by putting the name of the thing they pointed to into a sentence.

I am going to demonstrate. [ASK A MOTHER OF A YOUNG CHILD UNDER 12 MO. TO JOIN YOU FOR THE DEMONSTRATION. SIT DOWN ON GROUND NEXT TO CHILD. SHOW THE CHILD YOUR PICTURE. EXAMPLES BELOW]



What do you see? [LET THE CHILD POINT AND/OR MAKE A SOUND AND THEN FOLLOW BY SAYING THE WORD IN A 5-WORD SENTENCE, "**YOU SEE THE** _____ **_____.**"]

Good, what else? [LET THE CHILD POINT TO AS MANY OBJECTS AS POSSIBLE. AFTER THE CHILD POINTS TO SOMETHING, THE ADULT PUTS THE NAME OF THE OBJECT INTO A SENTENCE]

Where is the _____? [LET THE CHILD POINT. ASK "WHERE" ABOUT ANOTHER OBJECT IN THE PICTURE]

What things do you like in this picture? [AFTER THE CHILD POINTS TO SOMETHING, THE ADULT PUTS THE NAME OF THE OBJECT INTO A SENTENCE – DO YOU LIKE _____?]

After demonstrating,

When your child knows how to talk, the child should say a word, not point, and then you can put that word into a sentence. Then you can ask, "What else do you see?" If the child

says, a **cow**, the parent can say, "**Yes, there is the cow eating grass.**" "**What else is the cow doing?**" With another picture, the parent can ask, "**What colors do you see?**"

Please practice talking to your children about your pictures. [HAND OUT PICTURES TO EACH PARENT IF THEY DO NOT HAVE THEIR OWN. DEMONSTRATE YOURSELF WITH CHILDREN IF MOTHERS HESITATE. WALK AROUND AND LISTEN. COACH PARENTS – PRAISE THEM WHEN THEY DO IT RIGHT. GIVE GENTLE SUGGESTIONS IF THEY NEED IMPROVEMENT. ENCOURAGE MOTHERS TO LISTEN, WATCH, and RESPOND TO THEIR CHILDREN.]

Activity 2. Practice letting the children tell us (20 minutes)

In this activity you will use everyday objects, please have the objects ready.

Now let us practice letting the children tell us what they know. Please, bring the older children 12 months and older up to the front. Parents can sit behind the children or sit the children in your laps. [ALLOW THE GROUP TO ARRANGE THEMSELVES]

Now let us see if these children can point to the object that I name. Parents of younger children, you can observe so that you can also play this with your child in time. [IF THERE ARE LOTS OF CHILDREN, DO THIS WITH GROUPS OF 4-5 CHILDREN AT A TIME]

[ARRANGE 5 ITEMS WITH SPACE BETWEEN THEM. THEY SHOULD BE SIMPLE OBJECTS THAT ALL CHILDREN SEE AT HOME SUCH AS A **SHOE**, A **SPOON**, A **CUP**, A **COMB**, A **STICK**.]

Please point to the shoe (or whatever object). [LET ALL CHILDREN POINT TO WHAT HAS BEEN NAMED. CONTINUE UNTIL EACH OBJECT HAS BEEN POINTED TO.]

For another group of children, you can ask them to point to their shirt, pants, mouth, hair, nose, feet, Mommy.

We can see that even children who do not speak can understand the words I say. Children know a lot. Even the ones who cannot speak know a lot of words. In the second and third year of life, children whose parents talk with them learn 10 new words a day. They are not instructed; they learn by hearing someone talk about what is in front of their eyes. They look at pictures and talk about them with a parent. They hear stories from their parents.

Activity 3. Problem solving about talking with children (20 minutes)

This is a question and answer session. After Parents answer, then you can repeat the good answer.

Now, lots of parents ask me about why we should talk to our children. Let's review some of the questions parents ask.

Q: Why do we say that children should be seen and not heard? Is this good for children?

[LET PARENTS TALK ABOUT WHY WE USED TO THINK THIS WAY ABOUT CHILDREN BUT DON'T ANY MORE. THEN REPEAT AND SUMMARIZE THE BEST ANSWER]

A: This may be good for parents if they are busy, but it is not good for children. Children need to be seen and heard.

Q: What if I am too busy to talk to my child? [LET PARENTS TALK]

A: All parents are busy. Parents need to be busy with work and talk to their child at the same time. You can let your child talk while you listen, and respond from time to time to show that you are listening. If you really cannot listen, you should tell your child, "I am too busy now to talk. Let's talk later."

Q: Why do adults have to talk with young children? Why can't older sisters and brothers play and talk with them? [LET PARENTS TALK. THEN REPEAT AND SUMMARIZE THE BEST ANSWER]

A: Your child can learn more from your adult talk. It is more sophisticated than child and adolescent talk. Adults use better words and better sentences. Sisters and brothers are fun to play with, but they are children, and so their speech is not as good as adult speech.

Q: When do children start to listen to words? When do children start to speak? [LET PARENTS TALK. THEN REPEAT AND SUMMARIZE THE BEST ANSWER]

A: They start to listen at birth. Some start to speak at 12 months.

Q: What is the point of talking to a child who doesn't talk? [LET PARENTS TALK. THEN REPEAT AND SUMMARIZE THE BEST ANSWER]

A: The point is that even when children can't talk, they can still understand words. If you aren't sure, then say something like, "Look at your sister" and see if the child looks. Or say the child's name, and see if he/she looks up. From birth, their brain is ready to hear language.

Q: How can you talk to a child isn't talking yet? [LET PARENTS TALK. THEN REPEAT AND SUMMARIZE THE BEST ANSWER]

A: You can carry on a conversation as if the child were talking. For example, while the child is eating, you can say, "Are you hungry?" and then based on the child's look, you can answer yourself and say, "Yes, it looks like you are eager for some breastmilk." You can ask, "Are you getting sleepy? Are you ready to go to sleep?"

Then answer yourself, “Yes, it looks like you’ve had enough milk and are ready to sleep.”

Activity 4. Play activity: Ball game or Pushing/pulling objects

Demonstrate and encourage the age-appropriate games.

Now we will learn some new games to play with our children using everyday objects from around the house. Please divide yourselves into two groups. Those with children who are not yet walking and those with children who can walk. I will teach each of you a new game to play with your children. [DEMONSTRATE TWO GAMES BELOW]

Age	Objective	How to play
6 months until child walks	Play with cloth ball	<p>Give a ball to the baby to play with. Let him/her feel it. Then play with the ball with your baby.</p> <p>Then roll ball out of the baby’s reach and encourage him/her to move towards and reach for it. Talk to baby to tell her to <u>“get the ball.”</u></p> <p>Encourage mothers now to play with the ball with their child. When baby gets the ball encourage mother to praise the baby, e.g., <u>“Good baby, you got the ball!”</u></p> <p><u>For older children:</u></p> <p>Give the ball to child to play freely. Let child sit opposite you and throw the ball to each other. Say, <u>“Your turn to throw the ball. Now it is my turn”</u> and so on. If child cannot throw the ball then roll it.</p> <p>See if mother and child can throw the ball back and forth, say, <u>“Mommy’s turn to roll the ball to Baby.”</u> Encourage the mother to roll the ball, talk about it and praise the baby and mother when they do it.</p>
Walking children	Push or pull toys	<p>Children like toys to push or pull. If you have a cart or (homemade) toy car, encourage your child to play with it. You can also tie a piece of string/wool/rope to an object like a small block or box and let your child push or pull the box along with her.</p> <p>Let child explore the toy. Help if necessary. Give toy to the child and encourage him to push the toy while walking. Describe his actions. Say <u>“Oh, I see you can push your new toy. Vroom vroom!”</u> Praise the child when he pushes the toy.</p>

		<p>Encourage mothers to do the activity and make it fun.</p> <p>Use words like go, stop, forward, backward, bye-bye, vroom vroom to help your child connect her actions with words. Ask mothers what else their child can learn from this game? Praise ideas.</p>
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Closing Activity 5. Group song and homework

Look at this poster. One of the illustrations shows the message we talked about today: Talk. What else can parents do to make children strong, healthy and smart? [ALLOW THE PARENTS TO ANSWER. THEN READ PARENTS THE 5 MAIN MESSAGES ON THE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing. After song,

Please applaud what you and your child can do together.

For **homework**, let us give time for communication and talking games with our children. Find a regular time during each day when you can talk to your child. Check on your buddies to make sure they too find a regular time each day for talking with their child.

Teach one family member how to talk with your child at home using pictures.

Thank you for your active participation today. Please everyone make sure my assistant recorded your attendance so you are recognized for attending today.

[End of Session 5]

Session 6A. Love & Respect Yourself (Mothers only)

Preparation

Materials:

- Signed village 5 Message poster
- Play things from your play bag to occupy children
- Plenty of cloths, objects for hiding under cloths, and sticks or stones for scribbling in dirt for older children

Information for CHV to read ahead of session:

- The play activity 3 for this session can be implemented at any time, including at the beginning as mothers wait for others to arrive.
- Mothers need respectful relationships with themselves in order to be strong parents. They often forget that they have a relationship with themselves that is positive or negative.
- One cause of mother's stress is their relationships, including their own relationship with themselves.
- Mothers who are depressed or under too much stress are low in energy and their children have more illnesses and poorer nutritional status.
- There are many ways of responding to stress or sadness. Most people use one or two ways, but by talking with people they may get support and better cope with stress.
- Identifying their emotions, their behaviors and the link between their emotions and behaviors helps people cope with stress. By acting differently, mothers can feel differently. This will help them better care for their children, spouse, other family members and friends.

Objectives:

By the end of the session, mothers will have:

- Learned to identify and link their emotions and associated behaviors

Duration: 1 -1.5 hours

Welcome, Buddy Attendance and Review Homework (10 minutes)

Ask your assistant to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

Welcome, mothers. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice talking to your children and finding pictures to talk about with your children.

Who was able to do this? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Who was able to teach one family member how to play with the child? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Thank you for sharing your experiences. Today, we will talk about your relationship with yourself. Today's message is: Love and Respect Yourself. [DISTRIBUTE PLAY OBJECTS TO CHILDREN AS APPROPRIATE TO ENABLE MOTHERS TO PARTICIPATE IN DISCUSSION]

Review of Ground Rules (3 Minutes)

Before we begin, we will remind ourselves of some ground rules. The purpose of rules is so we all have the same expectations. We can have rules for our family members and for our sessions as well.

Our first rule is Respect & Support. We want to create a respectful and safe environment for each individual in this room. This means we treat others as we wish to be treated. For example, please listen to others with open ears. Don't interrupt. We won't judge others for the stories they share or the use of offensive language. People will be open and honest if we are all respectful and supportive.

Our second rule is Confidentiality: We will be discussing important concerns we may have about ourselves, our children and our families. Everything that you share in this group is 100% confidential. This means, **WE DO NOT SHARE THE DETAILS OF OUR CONVERSATIONS WITH ANYONE OUTSIDE OF THE GROUP.** Respect your neighbor as you would like to be respected. We are a small group and the harmony between us is important for you to get the most for yourself and your children.

Activity 1. What do you feel? Identifying our own emotions (15 Minutes)

Today we will talk about how we express different emotions. What emotion is my face showing? [SHOW A SAD FACE]

I am crying. I have a sad face. Maybe I am feeling hurt because someone insulted me; they said I was a bad wife or bad mother or bad daughter. I have felt like this before when I had an argument with my spouse.

Have any of you felt **sad recently? Can someone please share their recent experience when they felt **sad**? [WAIT FOR RESPONSE]. Thank you for sharing.**

Here is a new face. What am I feeling now? [TURN AROUND IN A CIRCLE AND REVEAL A NEW FACE, EITHER ANGRY OR AFRAID FACE]

I am feeling **afraid/angry.**

Have any of you felt this way recently? Can someone please share their experience when they felt this way? [WAIT FOR RESPONSE]

Here is a new face. What emotion am I feeling now? [SHOW HAPPY FACE]

I am feeling **happy.**

Have any of you felt **happy recently? Can someone please share their experience when they felt this way recently? [WAIT FOR RESPONSE]**

Your children want you to feel happy about yourself. Do you know why? [WAIT FOR RESPONSE]

Mothers who are happy with themselves will be more attentive, loving, and respectful of their children. Happy mothers find it easier to adopt better practices for their child's health, growth and mental development. If you are sad or angry, then you will give up after running into obstacles.

Activity 2. How do you cope with your emotions? Talk about coping strategies (15 minutes)

The goal of this activity is to identify and distinguish positive and negative behaviors that are associated with emotions.

Now that we have talked about emotions and what makes us feel sad, happy, or other emotions, let's talk about what we do when we feel this way. I will start.

[DESCRIBE A SITUATION THAT LED YOU TO FEEL FEAR OR AFRAID.]

This happened to me. When I felt frightened, I closed in on myself. I moved away from the person who frightened me. I didn't speak to anyone. I wanted to run away but I couldn't because I had responsibilities.

Who else will say something about what they do when they feel frightened? [LISTEN TO RESPONSE]

The next emotion is sadness. What do you do when you are sad or hurt?

[ASK MOTHERS TO BE AS SPECIFIC AS POSSIBLE. FOR EACH ACTION, ASK HER:]

Does this behavior make you feel better or worse? [LET 2 WOMEN GIVE THEIR PERSONAL STORIES OF WHAT THEY DO WHEN SAD.]

Sometimes when we are sad, we withdraw mentally from our family members. If you withdraw mentally from your family and children, then this hurts them and you. Do you know why it hurts them? [LISTEN RESPONSES]

They stop feeling loved or talked to.

What could you do instead when you feel hurt or sad? [LISTEN RESPONSES. IF NOT MENTIONED, ASK]

Does anyone speak to loved ones? How does this make you feel? [LISTEN RESPONSES]

Speaking to loved ones about our feelings is one strategy for coping with our emotions.

The second emotion is anger. What do you do when you are angry? [LET 2 WOMEN GIVE THEIR PERSONAL STORIES OF WHAT THEY DO WHEN ANGRY.]

If you withdraw mentally from your family and children, then this hurts them and you. Why does it hurt them? [LISTEN RESPONSES]

They stop feeling loved or talked to.

You stop getting joy from holding your children. You stop feeling supported by friends and family.

What could you do instead when you feel angry? [LET PEOPLE COME UP WITH MANY ANSWERS. IF NOT MENTIONED, THEN SAY BELOW ANSWER]

Does anyone speak to loved ones? How does this make you feel? [ALLOW DISCUSSION]

The next emotion is **pride. What do you do when you are proud of something you have done or proud of your child?** [LET 2 WOMEN GIVE THEIR PERSONAL STORIES OF WHAT THEY DO WHEN PROUD.] **Thank you for sharing.**

Think about your emotions and what you do when you feel sad, happy, scared, or angry. Talk with your family, friends, and children to find support. Many of the problems we face as mothers are common. Talk with your buddy about problems that you may have and provide support for each other.

Activity 3. Play activity: “where is it”; scribbling (20 minutes)

Note: Play activity 3 can be implemented at any time during the session including as mothers wait for others to arrive or if a break is needed.

Now we will learn some new games to play with our children using everyday objects from around the house. Please divide yourselves into two groups and make a circle facing your children. Those with children younger than 12 months and those with children 12 months and older. I will teach each of you a new game to play with your children. [DEMONSTRATE TWO GAMES BELOW TO THE TWO GROUPS.]

Age	Objective	How to play
6-11 months	Play the “where is it?” game	<p>For this game you need a piece of cloth or small towel. Take a toy or object that your child is familiar with.</p> <p>Put a toy your child is familiar with on the ground in front of your child. Then cover the toy with the cloth. Ask the child, ‘Where is ...?’ Let your child lift the cloth, and enjoy the game. Observe your child’s reactions.</p> <p>To make the game more challenging, show the toy with two pieces of cloth, and then hide it under one cloth while the child looks. Then ask the child to find the toy. If they make a mistake, then let them try again. Then hide the toy again under a different cloth. To make it more difficult with an older</p>

		child, hide the toy under one cloth and while the child looks, move it under the other cloth.
12 months and older	Let the child enjoy scribbling	<p>Today with our older children we will provide scribbling materials such as a stone or stick in sand. Children will make lines and scribbles. This helps them learn to write. We can encourage and praise them.</p> <p>Remember; let your child take the lead. At this stage you do not need to worry if your child can draw pictures. Let her enjoy being creative.</p> <p>As children get older, encourage her to make new scribbles and pictures, such as circles. Don't worry about whether the child uses her left hand or right hand.</p>

Activity 4. Practicing involving fathers into child care (25 minutes)

This activity involves skits and role play. The goal is to encourage mothers to involve fathers in child care, and to encourage fathers to participate in child care. Have the written skits ready to hand out to groups.

Many fathers in our area do not spend much time with their children. Today we will perform skits to demonstrate how we can try to encourage fathers to actively participate in their child's life and to see what some of the benefits of doing so may be, for the children, for mothers, and for fathers.

Please arrange yourselves into 3-4 smaller groups of 4-5 persons each. I will give each group a different situation. Each group will prepare a skit with this situation that includes a negative ending where fathers do not get involved, and then create another one for the same situation with a more positive ending in which fathers participate in childcare. Each group will display both their skits to the larger group. You will have 5 minutes to prepare your skit.

Divide the group into three smaller groups, give each group their skit description. Move among the groups and help them to understand to create two endings. Be mindful of time; they can spend 5 – 10 min preparing. You will need 15 min to show and discuss the skits.

Role Play 1:	[SAY to group 1]: Mother and 6-month old child are playing together happily making babbling sounds back and forth. Father comes into
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	<p>the room and tries to join the fun. Mother can respond negatively (e.g., refuse to include father) or positively.</p> <p>Make a skit showing this situation that includes a negative ending – fathers do not get involved. And then create another skit for the same situation, but this time with a positive ending – father gets involved. You will perform the 2 skits for the larger group.</p>
Role Play 2:	<p>[SAY to group 2]: Mother is busy working around the house. The 18-month old child wants mother's attention. Mother asks father to please help with the child. Father can respond negatively or positively.</p> <p>Make a skit showing this situation that includes a negative ending with father not involved. And then create another skit for the same situation, but this time with a positive ending with father involved. You will perform the 2 skits for the larger group.</p>
Role Play 3:	<p>[SAY to group 3]: Mother walks into the room to find father feeding a 12-month old child while talking to the child happily. Mother can respond negatively or positively.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive ending. You will perform the skits for the larger group.</p>

Group 1 skits [Invite the first group to present their first skit with negative ending.]

What messages were sent by parents with the negative ending? [ALLOW GROUP TO RESPOND]

How do the mother and father feel? [ALLOW GROUP TO RESPOND.]

Now please show us the skit for this situation with the positive ending? [ALLOW POSITIVE SKIT]

Now in this skit, what messages were sent by mothers and fathers? [ALLOW THE GROUP TO RESPOND]

How did everyone feel? How will the child feel toward the father – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Group 2 skits. INVITE GROUP 2 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

Group 3 skits. INVITE GROUP 3 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.
AFTER ALL SKITS:

Based on our skits, think of things that may prevent fathers from spending time with their children? [ALLOW PARENTS TO RESPOND WITH A BARRIER]

What do others think of this? Is this a common barrier to fathers getting involved? [ALLOW PARTICIPANTS TO RESPOND. ENCOURAGE GROUP DISCUSSION]

NOTE: If someone mentions “Is it not their role; it is for wives to do” and the group agrees, SAY: **“Fathers are important in their child’s care. You cannot just leave it up to the mother alone.”**

How can we overcome this barrier? [PROBE FOR SPECIFIC SOLUTIONS AND ACTIONS]

[SUMMARIZE SOLUTIONS TO FIRST BARRIER]

What other barriers can you think of? [REPEAT PROCESS OF NAMING BARRIERS AND COMING UP WITH SPECIFIC SOLUTIONS FOR AT LEAST 1 MORE BARRIER]

Q: What are some of the benefits that come from men playing an active role in childcare? [LET PARTICIPANTS DISCUSS FOR A FEW MINUTES.]

A: Please try these ideas out and share your experiences in the next session. Here are a few good answers given by you and by others for the benefits of fathers being active in their children’s lives.

- Good relations among mother, father and children.
 - Reduces mothers' stress from overwork.
 - Fathers become more responsible in providing for their children's needs.
 - Children become more flexible as adults, seeing how to care for children.
 - Children receive more attention, more stimulation, more play. This is good for their brain’s development.
 - Men can create change in the community at large.
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Closing Activity 5. Group song and homework (10 minutes)

There are four major emotions: sadness, fear, anger and happiness. Each can vary from none to some to a lot. This week for **homework**, I want you to think about emotions you are feeling, and what you did in response. Did you go away, close in on yourself, get angry, cry, yell at your child, talk to someone, or anything else? Did it help or not? I want you to come to next session ready to discuss your experiences and

share them with the group. Please bring your child's play bag so that they can occupy themselves while we talk.

Look at the illustrations of the 5 main messages: One of the illustrations shows the message we talked about today: **Love and Respect**. Today we talked about loving and respecting ourselves. There are three kinds of love and respect: **Love and Respect your Children; Love and Respect Yourself; Love and Respect your Spouse**.

What else can parents do to make children strong, healthy and smart? [ALLOW PARENTS TO ANSWER. THEN REPEAT THE 5 MAIN MESSAGES ON THE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing. After song,

Please applaud what you and your child can do together.

For **homework**, please be aware and think about your emotions and reactions. What made you feel happy, sad, angry, scared? Did your child do something that made you feel proud? What did you do?

Practice talking and playing with your child at home. Use common objects around the house. Teach one family member how to do this.

Thank you for your active participation today. Please everyone make sure my assistant recorded your attendance so you are recognized for attending today.

Session 6B. Love and Respect Your Children (Fathers Only)

Preparation

Materials:

- Child Care cards for activity 3
- Signed village poster
- Father Role Poster

Information for the CHV to read ahead of session:

- Children benefit if both parents share responsibility of childcare.
- Fathers role in childcare is important because it helps the well-being of both their children and their partners, it helps create a safe, stimulating and healthy environment

Objectives:

By the end of the session, fathers will have:

- Learned ways to be more engaged with their children
- Learned reasons why their active involvement is good for the child and family

Duration:

1 - 1.5 hours

Session 6B. Love and Respect Your Children (Fathers Only)

Welcome, Buddy Attendance and Review Homework (10 minutes)

Ask your assistant to take attendance and to distribute soaps to fathers who arrive within 30 minutes of scheduled start time.

Welcome, fathers. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice talking to your children and finding pictures to talk about with your children.

Who was able to do this? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 FATHERS.]

Who was able to teach one family member how to play with the child? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 FATHERS.]

Thank you for sharing your experiences. Today, we will talk about your relationship with your children. The message is: **Respect your children. First, let's review ground rules for this father session.**

Review of Ground Rules (3 Minutes)

Before we begin, we will set some ground rules. The purpose of rules is so we all have the same expectations. We can have rules for our family members and for our sessions as well.

Our first rule is Respect & Support. We want to create a respectful and safe environment for each individual in this room. This means we treat others as we wish to be treated. For example, please listen to others with open ears. Don't interrupt. We won't judge others for the stories they share or the use of offensive language. People will be open and honest if we are all respectful and supportive.

Our second rule is Confidentiality: We will be discussing important concerns we may have about ourselves, our children and our families. Everything that you share in this group is 100% confidential. This means, **WE DO NOT SHARE THE DETAILS OF OUR CONVERSATIONS WITH ANYONE OUTSIDE OF THE GROUP. Respect your neighbor as you would like to be respected. We are a small group and the harmony between us is important for you to get the most for yourself and your families.**

Does anyone remember our messages about Love and Respect? [ALLOW 2-3 FATHERS TO RESPOND]

Our messages are: **Love and Respect Your Partner. Love and Respect Your Children. Love and Respect Yourself.** Let's talk now about how fathers are important for the lives of their children.

Activity 1. Caregiving and fatherhood. Why are fathers important? (10 minutes)

Why are fathers important for their children? [COMMON ANSWERS ARE: GUIDANCE, ROLE MODEL FOR GOOD BEHAVIOR, CLOTHES, FOOD, SHELTER]]

[PROBE] **What about love? What about protection? What about play?** [ALLOW GROUP DISCUSSION.]

I think we all agree that fathers are very important for their children because they provide food, love, protection, and play for children, and respect for the child's mother. For this reason, you need to be respectable in your home. That is, be a good role model.

Activity 2. Activity with father cards (15 minutes)

Have the caring cards ready in your hand. Go through 3 caring cards total.

Next, we are going to answer the question: **Can fathers participate in child care?** I have some cards with me. I will ask one person from the group to pick one card. I will read it out to everyone. The man who picked the card will say if he does or does not do that practice and how often. Can we start.

Select a member of the group to select a card. The CHV will name the activity on the card.

Do you do this activity? [Ask the man who drew the card]

Do others do it or not? [ALLOW 2-3 OTHERS TO ANSWER. IF SOMEONE SAYS NO, THEN ASK

Can you do it? Do you want to do it?

Repeat the process above where another participant picks a new card, two more times.

AFTER going through discussion of 3 caring card practices, continue below:

Are these care practices on the cards showing Love and Respect? How? For whom?
[ALLOW DISCUSSION]

The practices show respect for the value of each child. Each child will grow into an adult. The practices show respect for what that child can become if well cared for. Fathers are important in the lives of their children.

Activity 3. Barriers and Benefits to Child Care (25 minutes)

This activity involves skits and role play. The goal is to encourage fathers to be involved in child care. Have the written skits ready to hand out to groups.

Many fathers in our area do not spend much time with their children. Today we will perform skits to demonstrate how we can try to encourage fathers to actively participate in their child's life and to see what some of the benefits of doing so may be, for the children, for mothers, and for ourselves as fathers.

Please arrange yourselves into 3-4 smaller groups of 4-5 persons each. I will give each group a different situation. Each group will prepare a skit with this situation that includes a negative ending where fathers do not get involved, and then create another one for the same situation with a more positive ending in which fathers participate in childcare. Each group will display both their skits to the larger group. You will have 10 minutes to prepare your skit.

Divide the group into three smaller groups, give each group their skit description. Move among the groups and help them to understand to create two endings. Be mindful of time; they can spend 5 – 10 min preparing. You will need 15 min to show and discuss the skits.

Role Play 1:	<p>[SAY to group 1]: Mother and 6-month old child are playing together happily making babbling sounds back and forth. Father comes into the room and tries to join the fun. Mother can respond negatively (e.g., refuse to include father) or positively.</p> <p>Make a skit showing this situation that includes a negative ending – fathers do not get involved. And then create another skit for the same situation, but this time with a positive ending – father gets involved. You will perform the 2 skits for the larger group.</p>
Role Play 2:	<p>[SAY to group 2]: Mother is busy working around the house. The 18-month old child wants mother's attention. Mother asks father to please help with the child. Father can respond negatively or positively.</p>

	<p>Make a skit showing this situation that includes a negative ending with father not involved. And then create another skit for the same situation, but this time with a positive ending with father involved. You will perform the 2 skits for the larger group.</p>
Role Play 3:	<p>[SAY to group 3]: Mother walks into the room to find father feeding a 12-month old child while talking to the child happily. Mother can respond negatively or positively.</p> <p>Make a skit showing this situation that includes a negative ending. And then create another skit for the same situation, but this time with a positive ending. You will perform the skits for the larger group.</p>

Group 1 skits [Invite the first group to present their first skit with negative ending.]

What messages were sent by parents with the negative ending? [ALLOW GROUP TO RESPOND]

How do the mother and father feel? [ALLOW GROUP TO RESPOND.]

Now please show us the skit for this situation with the positive ending? [ALLOW POSITIVE SKIT]

Now in this skit, what messages were sent by mothers and fathers? [ALLOW THE GROUP TO RESPOND]

How did everyone feel? How will the child feel toward the father – trusting, loving, loved, cared for? [ALLOW THE GROUP TO RESPOND]

Group 2 skits. INVITE GROUP 2 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

Group 3 skits. INVITE GROUP 3 AND REPEAT THE PROCEDURE WITH SAME QUESTIONS.

AFTER ALL SKITS:

Based on our skits, think of things that may prevent fathers from spending time with their children? [ALLOW PARENTS TO RESPOND WITH A BARRIER]

What do others think of this? Is this a common barrier to fathers getting involved? [ALLOW PARTICIPANTS TO RESPOND. ENCOURAGE GROUP DISCUSSION]

NOTE: If someone mentions “Is it not their role; it is for wives to do” and the group agrees, SAY: **“Fathers are important in their child’s care. You cannot just leave it up to the mother alone.”**

How can we overcome this barrier? [PROBE FOR SPECIFIC SOLUTIONS AND ACTIONS]

[SUMMARIZE SOLUTIONS TO FIRST BARRIER]

What other barriers can you think of? [REPEAT PROCESS OF NAMING BARRIERS AND COMING UP WITH SPECIFIC SOLUTIONS FOR AT LEAST 1 MORE BARRIER]

Q: What are some of the benefits that come from men playing an active role in childcare?
[LET PARTICIPANTS DISCUSS FOR A FEW MINUTES.]

A: Please try these ideas out and share your experiences in the next session. Here are a few good answers given by you and by others for the benefits of fathers being active in their children’s lives.

- **Good relations among mother, father and children.**
 - **Reduces mothers' stress from overwork.**
 - **Fathers become more responsible in providing for their children's needs.**
 - **Children become more flexible as adults, seeing how to care for children.**
 - **Children receive more attention, more stimulation, more play. This is good for their brain’s development.**
 - **Men can create change in the community at large.**
-

Closing Activity 4. Group song and homework (10 minutes)

Look at the illustrations of the 5 main messages: One of the illustrations shows the message we talked about today: **Love and Respect**. Today we talked about loving and respecting our children. There are three kinds of love and respect: **Love and Respect your Children; Love and Respect Yourself; Love and Respect your Spouse**.

What else can parents do to make children strong, healthy and smart? [ALLOW FATHERS TO ANSWER. THEN REPEAT THE 5 MAIN MESSAGES ON THE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. We can all sing this song to our children at home as well. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the fathers to form a circle. Clap and sing a well-known local song adapted for the 5 messages. Involve all parents in singing.

After song,

Please applaud your attendance and participation today.

Your **homework for the next session is to pick a Caring Card, and to do this activity at home with your child during the week. Please everyone pick a card. Next time we will talk about your experiences. [ALLOW EACH FATHER TO PICK A CARD.]**

Thank you for your active participation today. Please everyone make sure my assistant recorded your attendance so you are recognized for today's attendance.

[End of Session 6B]

SESSION 7. Nutrition and Hygiene

Preparation

Materials:

- Signed village 5 message poster
- Play bag with toys/objects
- Poster of 6 best foods: grains, legumes, egg, meat, vegetables, fruit
- 2-3 buckets of water, each with a bar of inexpensive soap, e.g. laundry soap, ash
- Cut water bottles, cups, bowls, scoops for play activity 2
- Boiled eggs for children in activity 3

Note you will need enough water to allow all children to play with water in activity 2 and to wash children's hands in activity 3. Have your assistant help you in these tasks. Activities 2 and 3 can come at any time during the session.

Nutrition information for CHVs to know ahead of session:

- Starting at 6 months, children need an egg, liver, fish or chicken 2-3 times a week because these foods have iron and zinc. Iron and zinc keep children healthy, strong and smart. Children should also have the usual family foods of soft ugali and green vegetables plus fruits.
- If porridge is given, it should be thick with an egg and maybe milk, not runny porridge and no sugar.
- Between 6-12 months, children need 3 meals daily with half a cup of food at each meal (approx. 4 handfuls). Between 12- 24 months, children will have 3 meals with 1.0 cups of food at each meal. After 24 months, they will have 3 meals with more than 1 cup at each.
- In addition to 3 meals, children need 2 snacks (mid-morning and mid-afternoon). A good snack is fruit, vegetable, yogurt, cheese, etc.
- Children should not eat a lot of sugary snacks or have sugary drinks (such as tea, juice, soda or other sweet waters).
- Talking to the child while having meals is an activity that stimulates their brain.
- Making eye contact, talking to the child while feeding, feeding slowly with a spoon and not forcing the child to eat are important responsive feeding strategies.
- During an illness, give lots of breastmilk or other sugar-free fluids. After an illness, children should eat more to catch up what they missed.
- Every sickness can reduce the child's growth and intelligence; aim to reduce sickness.
- Children must have all immunizations by 12 months. If a child in your group is not up-to-date with immunizations, encourage the mother to take them to the clinic at once.

Hygiene information for CHVs to know ahead of session:

- The family must use a latrine and not the open field. Children crawl and walk close to the ground; they will pick up germs from the ground if someone has pooped there in the past month even if you no longer see the poop.
- Children older than 3 years old must use the latrine.
- If children poop in the courtyard scoop the feces and put it into the latrine; children's feces are full of germs. Same for animal feces.
- Children younger than 3 years old must be taught how to use potties and they should use them.
- Parents and children should wash their hands often during the day to eliminate germs including at 2 critical times: 1) after touching feces, your own or the child's, 2) before touching food when preparing or feeding.
- Soap is good at killing germs when used with water. People sometimes think their hands are clean because they look clean. Hands that look clean may still be loaded with unseen germs. It is the unseen germs that make children and parents sick.
- Children can start learning to wash their own hands at 12 months, but they will still need help.
- All parents should arrange a convenient place for family members to wash their hands in a bucket of water with soap, and should remind children to do this until it becomes a habit.
- Parents should construct/upgrade and maintain continuously a hygienic latrine.

Objectives:

By the end of the session, the parents will have:

- Learned what to feed and how much to feed children (what).
- Learned why animal-source foods are especially important (why).
- Practiced ways to identify nutritious foods and appropriate amounts (how).
- Understood why children and adults need to use a latrine and wash hands with soap. (why)
- Learned what to do when children poop in the courtyard.
- Learned 2 critical times for hand-washing. (when)
- Practiced teaching their child to wash hands. (when)
- Identified barriers to hand-washing and latrine use and how to overcome them (solve problems)

Duration: 1 -1.5 hours

Session 7: Nutrition and Hygiene

Welcome and Buddy Attendance

Ask your assistant to take attendance and to distribute soaps to families who arrive within 30 minutes of scheduled start time.

Welcome to the meeting. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Last session's homework was to think about emotions you are feeling, and what you did in response. Can you tell us did anyone achieve this? How did this go? What did you learn? [DISCUSS FOR A FEW MINUTES. LISTEN CAREFULLY AND ATTENTIVELY. USE VALIDATING STATEMENTS.]

Who was able to teach one family member how to play with the child? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]

Thank you for sharing.

Purpose

Today we will review what we know about feeding children and performing healthy behaviors like washing hands and using the latrine. First, let's give our children some play thing from their bags. [ALLOW MOTHERS AND CHILDREN TIME TO GET SETTLED.]

Activity 1. Review what we know about feeding children. (20 minutes)

This is a question and answer session. Parents may already have received these messages from health care workers so find out what they know. After Parents answer, then CHV repeats the good answer.

We all know what is the best food for babies from birth to 6 months of age. What is that? [ALLOW RESPONSES.]

That's right. Breastmilk. Remember: you must not give babies water, tea, juice or any other liquid at this age. Breastmilk has everything a child needs for their brain to grow. If mothers are breastfeeding it is important that you take care of yourself by drinking a lot of water and eating a lot of healthy and nutritious foods, including animal-source foods.

After 6 months of age, children need NUTRITIOUS semi-solid and solid foods to eat. Here is a poster of the 6 foods they need.

Show poster of 6 best foods: grains, legumes, egg, meat, vegetables, fruit



- Grains such as barley, wheat, corn flour made into porridge or bread or tubers.
- Egg cooked in the porridge or boiled on its own.
- Fish or Chicken or Liver.
- Legumes such as simsim (sesame) or chickpeas or groundnuts.
- Green vegetables.
- Orange/yellow vegetables and fruits such as carrots, pumpkin, papaya, mango, banana and orange potato.
- And foods with calcium, such as milk or yogurt

Can you tell me which of these your child eats? And how often? Daily? Weekly? Monthly? [ALLOW RESPONSE]

Why is it important to give your child eggs, fish, dairy, liver or chicken several times a week? [ALLOW RESPONSE]

They have nutrients that make the brain grow. Up to 6 months, your child gets this nutrient from breastmilk. After 6 months the child needs foods from animals, like eggs, fish and chicken. A handful of this food is worth more than 20 bowls of ugali. Remember: Babies don't have teeth so parents should grind/chop/mash some of these foods so that babies don't choke.

How much food does a child need to grow strong, healthy, and smart?

A child needs 3 meals plus 2 snacks per day. The size of meal depends on the child's age, but children cannot be overfed. Between 12 and 24 months, they should eat 1 cup of food three times a day == 3 cups per day. Younger children a bit less; older children a bit more.

Activity 2: Playing with water

Activity 2 can come at any time during the session, including as parents wait for others to arrive.

As we have discussed, babies need things to play with. Most babies like to play with water; sit them in front of a bowl of water with some cups and they will be occupied for a long time playing. Water is harmless and good for children's play. Clean water is safest for children.

- Hand out cups, spoons, cut water bottles.
- Demonstrate and explain that babies need things to play with, even water. Sit a baby in front of a bowl of water with some cups and let the child explore: pouring water, scooping water, pouring water from one container into another etc.
- Encourage mothers to speak aloud to their children while they play. E.g., **“Now let’s scoop up a cup of water. Up up up! Now we pour it down down down!”**
- Point out any good practices the parents are doing when carrying out an activity, e.g., talking to the baby, encouraging the child.

Activity 3. Handwashing and chatting while feeding egg (20 minutes)

Note: Activity 3 can come at any time during the session, including as mothers wait for others to arrive. You will give the parent(s) of each child a boiled egg for feeding to the child while engaging in talk with the child.

As we just discussed, eggs have all the nutrients children need. It is especially good for growing brains and bodies. It is also easy to cook and children can eat it by themselves whole or broken in pieces. Today we will practice feeding our children eggs.

Before I give you these eggs for your children, can each of you please wash your hands and those of your child? I have some water for handwashing today. Handwashing is very important for health. Especially before eating or touching food or after touching feces or toilet use. [DIRECT PARENTS TO WASH HANDS AND CHILDREN’S HANDS]

As we practice washing our child’s hands, let’s again practice talking to our child – I have a handwashing song we can sing while washing our children’s hands. Let us sing it together.

[SING] **Wash, wash wash your hands. Wash them nice and clean. Scrub the bottoms, scrub the tops, and fingers in-between.**

[DISTRIBUTE EGGS TO CHILDREN AFTER HANDWASHING]

Now that our hands are clean, children can eat by themselves or be fed. Let’s make mealtime more social by talking with our children while they eat?

Even if your child is not yet talking with words, they can communicate with sounds and movements. You can encourage them with words such as, “Now I’m going to give you some egg. Yum...that tastes good.”

[ENCOURAGE PARENTS TO TALK WITH CHILDREN WHILE FEEDING EGG. DEMONSTRATE CHATTING WITH A CHILD AND RESPONDING TO HIS/HER CUES. PRAISE GOOD RESPONSIVENESS AND GIVE GUIDANCE AS APPROPRIATE.]

Activity 4. Why are children sick sometimes? (20 minutes)

This is a question and answer activity. First ask the question and then allow parents to answer. After Parents answer, repeat the good answer.

Now I am going to ask us some questions about children and sickness. Please give me your best answers.

Q: Why did we wash everyone's hands before giving the children eggs?

A: To kills germs on our hands and children's hands. So they won't get sick with diarrhea, runny noses, cough and pneumonia. Even if our hands look clean there can still be lots of germs on them, because germs are invisible. Remember to wash your hands and your children's hands before touching food.

Q: Is it OK to wash hands with water alone, without soap or ash?

A: Water alone without soap cannot kill germs. But it is better than nothing, though it is always best to wash with soap to kill more germs to stay healthy. You can use any soap to wash hands. There is no right soap to use.

Q: How do germs make children sick?

A: Germs are all around especially if people or animals have defecated on the ground. If you touch something with germs, then germs go onto your hands. If you touch food that goes into the child's mouth or if germy fingers go into the child's mouth, then the germs are in the body, ready to make the child sick. Make sure to have a clean mat for children to play on and make sure to wash their hands with soap before eating food.

Q: What do you do with young children who are too young to use a latrine?

A: You scoop up their feces and put them into the latrine, and then you wash your hands. Children's feces are full of germs that can make all members of your family sick. Children younger than 3 years old must be taught how to use potties and they should use them. This helps to keep the environment clean.

Q: What if hands don't look dirty? Do they still have to be washed?

A: Yes, they have to be washed before eating and after using the latrine or touching feces. Germs cannot be seen by the eye. So your hands may look perfectly clean but still be covered in germs.

Q: How many people here can be 100% sure that their hands do not have germs?

A: Even after washing hands at the beginning, almost all people touched things that had germs and so NO ONE should raise their hand.

Extra Questions if parents want to talk more.

Q: Does anybody know why pooping on the ground around your home is a bad practice? Raise your hand.

A: It puts germs and hookworms into the ground. You may not see the germs or the worms or the defecation on the ground, but it stays there and makes children sick.

Q: Is it enough to bathe your child at the end of the day and put him/her in clean clothes?

A; No, hands should be washed throughout the day. Clothes should be cleaned regularly but children don't usually put clothes in their mouth. They do put hands in their mouth, and that cannot be stopped. So hands should be washed often and always at the critical times: 1) after toilet use or after touching feces, and 2) before touching food.

Closing Activity 5. Group song and homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Now please look once again at this picture. Let us review the 5 key messages for how we can help make our children's brains grow. [SHOW THE 5 MESSAGE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the parents to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

After song,

Please applaud what you and your child can do together.

For **homework**, try to measure how much food you prepare for your children and measure how many times a week you are providing eggs, fish, chicken and liver. Please help your buddy to remember to do their homework as well by feeding their child nutritious food.

Teach one family member what you have learned today about feeding your child and their hygiene.

For our next session, please bring your playbag. **Please bring 5-6 sticks in your playbag for your child.** We will learn how your child can learn by playing with sticks next week.

Thank you for your participation today. Please make sure my assistant recognized your attendance today.

[End of Session 7]

SESSION 8G. Group Review Session

Preparation

In activity 1, mothers should engage children in play with sticks. Then children should continue to play with objects as mothers move onto discussion activity 2. Your assistant should be ready to help occupy children during discussion activity 2 and 3. Warn her.

Materials:

- Signed 5-Messages Poster
- Play bag with play objects to share
- Lots of sticks for play activity 1

Information for only CHVs to read ahead of session:

This session will review the previous group sessions as well as have new communication and play activities for parents and children.

- In session 5, we spoke about the importance of two-way talk and being responsive to your child's attempts to communicate. We practiced talking about pictures.
- In session 6, mothers discussed ways to identify their own emotions and the importance of learning positive ways to cope with your emotions. We also discussed the importance of fathers in child care.
- In session 7, we reviewed information on proper nutrition and hygiene practices.

Objectives:

By the end of this session, the parents in the group will have:

- Reviewed the 5 key messages about love, talk, play, wash, and food.
- Reviewed the ways parents can show love and respect to their children
- Discussed some common myths about these practices to understand why they're false
- Engaged in more play and singing with children

Duration: 1.5 hours

Session 8G. Group Review Session

Welcome and Buddy Attendance

Ask your assistant to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

Welcome to the meeting. Thank you for coming today. Is everyone's buddy present? [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]

Today we will begin by reviewing our homework from last session.

Last session's homework was to measure how much food you prepare for your children and measure how many times a week you are providing eggs, fish, chicken and liver. How did this go? Who was able to do this? [DISCUSS FOR A FEW MINUTES.]

Who was able to teach one family member about feeding the child and their hygiene? What happened? [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]

Purpose

Today we will review what we have learned so far about the five main messages: love, talk, play, wash, and food. First, let's play a new game with children.

Activity 1. Play with sticks (10 minutes)

In this activity you will demonstrate to mothers how to use sticks as a play object with children.

To begin today I will introduce another play activity that you can do at home with your children. Please everyone sit in a circle facing your child. Take out sticks from your play bag and give 5 or 6 to your child. I have extra if you need them. There are many ways we can play with sticks. Let's see what our children can do with sticks.

[HAVE PARENTS SEATED ON GROUND IN CIRCLE FACING THEIR CHILDREN. DEMONSTRATE PLAYING WITH STICKS WITH A CHILD, THEN WALK AROUND OBSERVING AND GIVING FEEDBACK, ENCOURAGING GOOD PRACTICES.]

First, let your child explore with the sticks and make his or her own game. Show your child how you can make different shapes with the sticks. Make two triangles with the sticks. Then make a big rectangle. See if you can stack the sticks in a criss-cross pattern. Draw with the sticks on the ground. What do you see your child doing? [ALLOW TIME FOR ACTIVE AND RESPONSIVE PLAY AS YOU PREPARE FOR ACTIVITY 2]

Activity 2. Reintroduce the 5 main messages (15 minutes)

As our children play with their toys, if you remember from our sessions, we spoke about how babies' brains are ready to grow at birth. A good parent helps the 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP 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.

Which of these messages and practices are you able to do? [LISTEN TO RESPONSES. SUMMARIZE.]

What makes them easy to do? [LISTEN TO RESPONSES. SUMMARIZE.]

What makes them difficult? [LISTEN TO RESPONSES. SUMMARIZE.]

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

Are buddies supporting each other in doing these practices? How can buddies help each other to do these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Respect in the Family (10 minutes)

In previous sessions we spoke about the importance of fathers helping with child care to show love and respect in their households. Are anyone's husbands more involved in child care since our discussion? [LISTEN TO RESPONSES.]

How does it make you feel when your husband helps in the household or not? [LISTEN TO RESPONSES AND DISCUSS.]

[IF FATHERS ARE NOT BEING HELPFUL, ASK] Can husbands do it? Do they want to do it?

How can we overcome this in our families? [PROBE FOR SPECIFIC SOLUTIONS AND ACTIONS FOR FAMILIES]

What do your husbands do to show love and respect to your children? [LISTEN TO RESPONSES AND DISCUSS AS A GROUP.]

Some of these ways of acting show LOVE AND RESPECT. We discussed the important relationships in a child's life and the importance of love and respect. There are 3 main ways to show Love and Respect in a family:

- First, Parents need to **Love & Respect their Child.**
- Second, **Love & Respect your spouse. Everybody wants to hide under the bed when a lion comes into the room.**
- Third, **Love & Respect Yourself.**

Activity 4. Common myths (5-10 minutes)

Sometimes we hear about reasons not to do these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Does anyone think that about some of the things we have discussed today? [ALLOW RESPONSE]

One common myth is that only mothers can show love to a child and be active parents to a child. But this is not true. What are some of the benefits that come from men playing an active role in childcare? [LET PARTICIPANTS DISCUSS FOR A FEW MINUTES.]

Here are a few good answers given by you and by others for the benefits of fathers being active in their children's lives. [SAY THOSE NOT MENTIONED]

- Good relations among mother, father and children.
- Reduces mothers' stress from overwork.
- Fathers become more responsible in providing for their children's needs.
- Children become more flexible as adults, seeing how to care for children.
- Children receive more attention, more stimulation, more play. This is good for their brain's development.
- Men can create change in the community at large.

Another common myth could be that eggs or other animal-source foods are too expensive to give to your children. What do you think of this? [ALLOW RESPONSE]

I am sure many of you have a chicken at home that can lay an egg. The person who has bought meat and the one who has bought eggs or given an egg from home, they are all giving proteins to their children. You don't have to go and buy bananas or mangoes either. Even the bananas at home are just as healthy for your child.

Another common myth is that a balanced diet contains 3 groups: protein, vitamins, and energy. But this is not true – a healthy diet is from seven food groups: animal-source foods, eggs, milk, vegetables, fruits, grains, and legumes.

Ask mothers if there are other common myths or beliefs that contradict today's lessons. Correct any misunderstandings.

Activity 5. Communication activity – Singing about body parts (5-10 minutes)

This activity can be implemented at any time during the session.

As we have spoken about many times, **talking** to your child is one of the five key things children need for their brains to grow. **Singing** is just as good as talking, and often more fun. Let's sing a song about body parts as we point to the body parts. Do you know this song? Please sit facing your child. I will sing while I point to my body parts, then we all can do it.

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

Now let's do it together. Children can join in if they want. Repeat twice more while parents sing and point to their own body or their child's body.

If children cannot point while you sing, then let your child point and you sing out the name of the body part they point to. In this way you are being responsive to the child.

Responsiveness means that if the child is pointing to their head, you sing the word "head". In this way, the child takes the lead by pointing while you sing the right word.

Closing Activity 6. Group song and homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Now please look once again at this picture. Let us review the 5 key messages for how we can help make our children's brains grow. [SHOW THE 5 MESSAGE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child'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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our group song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the parents to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

Please applaud what you and your child can do together.

For **homework**, try to play with sticks with your child similar to what we have done here today. See if your child can make more intricate patterns with the sticks. Please help your buddy to remember to do their homework as well.

Teach one family member what you have learned today. Use the poster in your home to help you remember the Big Five.

Thank you for your participation today. Please make sure my assistant recognized your attendance today.

[End of Session 8G]

SESSION 8H. Home Review Session

Preparation

This session will be conducted individually in the households of each participating household in your village. Please arrange a time with each family for visiting to conduct this session. Mothers and children should attend; other family members are optional.

Materials:

- Signed 5-Messages Poster
- Play bag with play objects to share
- Lots of sticks for play activity 1

Information for only CHVs to read ahead of session:

This session will review the previous group sessions as well as have new communication and play activities for parents and children.

- In session 5, we spoke about the importance of two-way talk and being responsive to your child's attempts to communicate. We practiced talking about pictures.
- In session 6, mothers discussed ways to identify their own emotions and the importance of learning positive ways to cope with your emotions. We also discussed the importance of fathers in child care.
- In session 7, we reviewed information on proper nutrition and hygiene practices.

Objectives:

By the end of this session, the parents will have:

- Reviewed the 5 key messages about love, talk, play, wash, and food.
- Reviewed the ways parents can show love and respect to their children
- Discussed some common myths about these practices to understand why they're false
- Engaged in more play and singing with children

Duration: 1.5 hours

Session 8H. Home Review Session

Welcome and Buddy Attendance

Give a soap to mothers at start of home visit.

Thank you for receiving me today in your home. Today we will begin by reviewing our homework from last session.

Last session's homework was to measure how much food you prepare for your children and measure how many times a week you are providing eggs, fish, chicken and liver. How did this go? Were you able to do this? [DISCUSS FOR A FEW MINUTES.]

Did you teach one family member about feeding the child and their hygiene? What happened? [ALLOW RESPONSE.]

Where is your poster for Msingi Bora? [NOTE IN MONITORING FORM IF POSTER OBSERVED]

Purpose

Today we will review what we have learned so far about the five main messages: love, talk, play, wash, and food. First, let's play a new game with children.

Activity 1. Play with sticks (10 minutes)

In this activity you will demonstrate to mothers how to use sticks as a play object with children.

To begin today I will introduce another play activity that you can do with your children. Please sit facing your child. Take out sticks from your play bag and give 5 or 6 to your child. I have extra if you need them. There are many ways we can play with sticks. Let's see what your child can do with sticks.

[HAVE MOTHERS SEATED ON GROUND FACING THEIR CHILD. DEMONSTRATE PLAYING WITH STICKS WITH THE CHILD, THEN OBSERVE AND GIVE FEEDBACK TO MOTHER AS SHE PLAYS WITH CHILD, ENCOURAGING GOOD PRACTICES. AT END OF SESSION, MAKE A NOTE IN MONITORING FORM IF NO PLAY BAG FOR THIS CHILD.]

First, let your child explore with the sticks and make his or her own game. Show your child how you can make different shapes with the sticks. Make two triangles with the sticks. Then make a big rectangle. See if you can stack the sticks in a criss-cross pattern. Draw with the sticks on the ground. What do you see your child doing? [ALLOW TIME FOR ACTIVE AND RESPONSIVE PLAY AS YOU PREPARE FOR ACTIVITY 2]

Activity 2. Reintroduce the 5 main messages (15 minutes)

As your child plays with their toys, if you remember from our sessions, we spoke about how babies' brains are ready to grow at birth. A good parent helps the 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER, 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.

Which of these messages and practices are you able to do? [LISTEN TO RESPONSE. SUMMARIZE.]

What makes them easy to do? [LISTEN TO RESPONSE. SUMMARIZE.]

What makes them difficult? [LISTEN TO RESPONSE. SUMMARIZE.]

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

Are you and your buddy supporting each other in doing these practices? How can buddies help each other to do these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Respect in the Family (10 minutes)

Note: adjust the conversation to a relevant father figure if mother is unmarried. If no father figure for this household, this can be about any other family member.

In previous sessions we spoke about the importance of fathers helping with child care to show love and respect in their households. Is your husband more involved in child care since our discussion? [LISTEN TO RESPONSES.]

How does it make you feel when your husband helps in the household or not? [LISTEN TO RESPONSE AND DISCUSS.]

[IF FATHERS ARE NOT BEING HELPFUL, ASK] **Can your husband do it? Does he want to do it?**

How can you overcome this in your family? [PROBE FOR SPECIFIC SOLUTIONS AND ACTIONS FOR FAMILIES]

What does your husband do to show love and respect to your children? [LISTEN TO RESPONSE AND DISCUSS.]

Some of these ways of acting show LOVE AND RESPECT. We discussed the important relationships in a child's life and the importance of love and respect. There are 3 main ways to show Love and Respect in a family:

- First, Parents need to **Love & Respect their Child.**
- Second, **Love & Respect your spouse.** **Everybody wants to hide under the bed when a lion comes into the room.**
- Third, **Love & Respect Yourself.**

Activity 4. Common myths (5-10 minutes)

Sometimes we hear about reasons not to do these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Do you think that about some of the things we have discussed today? [ALLOW RESPONSE]

One common myth is that only mothers can show love to a child and be active parents to a child. But this is not true. What are some of the benefits that come from men playing an active role in childcare? [LET MOTHER RESPOND.]

Here are a few good answers given by you and by others for the benefits of fathers being active in their children's lives. [SAY THOSE NOT MENTIONED]

- Good relations among mother, father and children.
- Reduces mothers' stress from overwork.
- Fathers become more responsible in providing for their children's needs.
- Children become more flexible as adults, seeing how to care for children.
- Children receive more attention, more stimulation, more play. This is good for their brain's development.
- Men can create change in the community at large.

Another common myth could be that eggs or other animal-source foods are too expensive to give to your children. What do you think of this? [ALLOW RESPONSE]

Do you have a chicken at home that can lay an egg? The person who has bought meat and the one who has bought eggs or given an egg from home, they are all giving proteins to their children. You don't have to go and buy bananas or mangoes either. Even the bananas at home are just as healthy for your child.

Another common myth is that a balanced diet contains 3 groups: protein, vitamins, and energy. But this is not true – a healthy diet is from seven food groups: animal-source foods, eggs, milk, vegetables, fruits, grains, and legumes.

Ask mothers if there are other common myths or beliefs that contradict today's lessons. Correct any misunderstandings.

Activity 5. Communication activity – Singing about body parts (5-10 minutes)

This activity can be implemented at any time during the session.

As we have spoken about many times, **talking** to your child is one of the five key things children need for their brains to grow. **Singing** is just as good as talking, and often more fun. Today we will practice singing more silly songs to children. Let's sing a song about body parts as we point to the body parts. Do you know this song? Please sit facing your child. I will show you first and then we can do it together.

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

Let the mother practice a few times if she does not know the song.

If your child is not able to point to his/her own body parts, you can point to the child's body as you sing the song. You can also let your child point and you follow by singing the body part he/she pointed to. In this way you are responsive to your child.

Closing Activity 6. Group song and homework

Have the signed poster that illustrates the messages ready to show to the mother.

Now please look once again at this picture. Let us review the 5 key messages for how we can help make our children's brains grow. [SHOW THE 5 MESSAGE POSTER]

1. **Love:** Parents show love and respect, not harshness.
2. **Talk:** Parents watch and listen to the child's sounds and talk with them.
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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 are the Big Five that we must try to do every day. We can remember them on the fingers of our hands: love, talk, play, wash, food.

Let's now sing our song to close for today. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Clap and sing a well-known local song adapted for the 5 messages with funny movements. After song,

Please applaud what you and your child can do together.

For **homework**, try to play with sticks with your child similar to what we have done here today. See if your child can make more intricate patterns with the sticks. Please help your buddy to remember to do their homework as well.

Teach one family member what you have learned today. Use the poster in your home to help you remember the Big Five.

Thank you for your participation today. Please make sure my assistant recognized your attendance today.

[End of Session 8H]

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Play materials list of ideas:

Ideas for play materials for mothers to place in playbags:

- Seeds, rice or beans in a bag or plastic bottle to shake
- clothes pegs, ball or stones
- 6+ small sticks to count, make shapes, draw in the ground
- Rope or string to attach to something to pull
- Cloth with colourful patterns to tie or wrap or make into an object
- Colorful pictures from calendars, posters, or boxes
- Spoon to carry seeds
- Small boxes of different sizes
- Small clay objects
- bottle caps, plastic for younger or metal for older children
- 2-3 empty bottles with tops to unscrew
- 10 small blocks of any shape from carpentry shop
- Cups or any small container to hold small things

Examples of toys that can be made by parents (NOT store bought):

- doll
- rattles (only for child under 12 months)
- box car

SESSION 9. Make Talk and Play More Challenging for Children

Preparation

Materials:

- Signed 5 Messages Poster
- Balls for Activity 1 – Ball game
- Sticks and stones for Activity 2 – Raising the challenge
- Some images/pictures for Activity 3

Information for CHV to read ahead of the session:

- Playing is what young children should do for most of their waking day. Children love to play and it is good for them.
- Playing is fundamental for children's development and their ability to connect with others and with the environment.
- To encourage children to play, parents need to provide interesting play materials from home (they do not need to be store-bought ones). Play materials must change and new ones added to the play bag monthly.
- As children get older, their play will become complicated; they will want to combine several different materials to build things, such as stones, cups, sticks, rope. See the different materials provided in Session 3 or on page 5.
- Parents can facilitate play by sometimes playing more challenging games with their children. Sometimes parents can lead by showing something new, and then let their child lead.
- Be patient with children. If something is too difficult, move back to a simpler activity. Remain positive, optimistic and encouraging at all times.

Objectives:

By the end of the session, mothers will have:

- Learned and practiced age-appropriate and challenging talk and play activities with their child
- Practiced how to increase the challenge as children become more capable

Duration: 1 -1.5 hours

SESSION 9. Make Talk and Play More Challenging for Children

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask the group leader to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, parents. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to play with sticks with your child and make patterns with them such as squares and triangles.**
- **I had also asked you to teach one family member what you have learned so far.**
- **Who was able to do this? What happened?** [ASK FOR EXPERIENCES OF ALL MOTHERS.]
- **Who was not able to do this everyday? What were the challenges you encountered?** [encourage mothers to share their challenges and help them resolve the issues.]

Thank you for sharing your experiences.

Purpose

Today we will discuss the importance of children learning new ways to play. Children need new things; their brains get bored when they have the same things to do every day. Brains are also looking for something a little more difficult – not too much more difficult, but a little more than games they already know and now find easy.

Activity 1. Demonstrate how children learn through challenge (ball game) (20 minutes)

Invite one younger (<18 months) to demonstrate the Ball Game.

- **I have a younger child here, and I give her/him each a ball. SAY TO THE CHILD: "PLAY WITH THE BALL!"**
- **Now, let's think of how to make the Ball Game more challenging for the youngest child. For example, dropping it into a basket or bowl on the ground while kneeling and then while standing. Or parents make a circle with your hands and having the child try to drop the ball through your hands.**

Repeat with an older child.

- For the older child, maybe we can see if s/he can hit a post or stick or a chair/table leg by rolling the ball. If something is too difficult, you may take a turn to show your child how and give the ball back to the child. Encourage your child.

[DEMONSTRATE MAKING THE BALL GAME MORE CHALLENGING WITH EACH CHILD WHILE ENCOURAGING THE CHILDREN. THEN ALLOW 10 MINUTES FOR MOTHERS TO PRACTICE WITH THEIR OWN CHILDREN.]

Parents, please practice the ball game with your own child. [ALLOW PRACTICE TIME. CHVS SHOULD WALK AROUND AND GIVE FEEDBACK TO MOTHERS ON HOW TO ENGAGE WITH THEIR CHILD AND TO ENCOURAGE THEIR CHILDREN. DEMONSTRATE AGAIN IF NEEDED.]

The Ball Game can be made more challenging for each child even older ones, building on what they are already capable of doing. Provide encouragement to the child.

Activity 2. Practice raising the challenge (sticks) (20 minutes)

In this activity the CHV should first demonstrate with a child up front, and then have parents arrange themselves in a circle with their children and allow parents and children to practice together. Pass out plenty of sticks and rocks to parents if needed to facilitate this activity.

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. Let's talk about some rules about the sticks.

Rules for Playing with Sticks

- Sticks are for play, not hurting others.
- If children use sticks to hurt others, then sticks will be removed. Other soft materials (e.g., leaves, caps) can be used.

Take a child who is 18-24 months. Make a vertical stick. Give the child a stick and say:

Make a pattern like mine. |

Then make your stick horizontal and say:

Look now. Make a pattern like this. —

Make a "L" pattern with 2 sticks like below. Give the child 2 more sticks. Say to the child:

Now make one like mine again.

L

Make a more challenging pattern with 3 sticks and have the child again try to copy. Say to the child:

Now make one like this.



Let the child take the lead and make a new pattern that you will copy.
Say to the child:

**You make a pattern with 1 or 2 or 3 sticks and I will try to copy your pattern this time.
What pattern are you going to make?**

The CHV should match the child's pattern.

Now have parents practice this game with their own children. Make the whole pattern; then children can copy. Patterns may also be more challenging if you include sticks and stones. Examples are below. These are some examples of shapes that can be created with sticks and stones for the child to copy.



Hand out sticks and stones to each parent-child pair and ask the parents to make patterns to be copied by their child. As you pass out sticks and stones, say:

Now parents you practice this pattern game with your children. Make patterns with these sticks and stones for your child to copy. Make the patterns more challenging ONLY if your child is getting bored because it is too easy. Move back down to simpler patterns if they become too difficult.

Some children may want to make their own patterns and have the parents copy them. Some older children may want to draw patterns in the sand with a stick. This is OK! Let your child take the lead if they want to. Respond to whatever your child is most interested in doing with the sticks, but see if you can find ways to add to the challenge.

You can raise the challenge of the game if your child is ready, today or over time. CHVs should walk around and make sure that patterns are made to fit the child's level. 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 3. Practice 2-way talk with child about a picture (20 minutes)

This activity is similar to activity 1 in session 5, but we want mothers to now practice raising the challenge with their story telling. Have a stack of pictures ready for this activity. Any pictures will do. If there is a large group, this activity may be done in two sections – younger children first and then older.

Now we will practice talking with our children and building onto what they say. Even as babies, children like to be talked to, and their brains are ready to hear people talk. As they get older, their ability to understand and to respond grows, and so should our talking to them. [SHOW THE STACK OF PICTURES]

Today once again we have pictures that we will show our children. Why do we want to show pictures to the children? What will they learn from them? [LET MOTHERS RESPOND]

Children like pictures, so talking with them about pictures is a good way to help them learn language. With a picture, you can:

- **Let your child tell you what they see in the picture.**
- **If your child is older, tell them more about the pictures. For example, the colors, the people, or story in the picture.**
- **Make fun with your child while showing them pictures.**

Here is a picture. What can we say about this picture? Please share your ideas. [ALLOW MOTHERS TO LOOK AT THE PICTURE YOU HOLD UP, AND SAY WHAT THEY MIGHT TELL THEIR CHILDREN ABOUT THE PICTURE. PROBE MOTHERS FOR MORE IDEAS TO BUILD ONTO]

Remember that to be responsive means that you respond to your child's interest and sounds. You don't just talk to yourself. If your child doesn't talk yet, then they can point. Then it is the parent's turn to talk – you can repeat the child's word and put it into a larger sentence. Or if your child only pointed, you can respond by putting the name of the thing they pointed to into a sentence.

I am going to demonstrate. [ASK A MOTHER OF A YOUNG CHILD 12-18 MONTHS TO JOIN YOU FOR THE DEMONSTRATION. SIT DOWN ON GROUND NEXT TO CHILD. SHOW THE CHILD YOUR PICTURE AND ASK QUESTIONS BELOW.]

What do you see? [LET THE CHILD POINT AND/OR MAKE A SOUND AND THEN CHV FOLLOWS BY SAYING THE WORD IN A 5-WORD SENTENCE, "**YOU SEE THE** _____ **_____**." For example, "You see the red balloon."]]

Good, what else? [LET THE CHILD POINT TO AS MANY OBJECTS AS POSSIBLE. AFTER THE CHILD POINTS TO SOMETHING, THE CHV PUTS THE NAME OF THE OBJECT INTO A SENTENCE]

Where is the _____? [LET THE CHILD POINT. ASK "WHERE" ABOUT ANOTHER OBJECT IN THE PICTURE]

What things do you like in this picture? [AFTER THE CHILD POINTS TO SOMETHING, THE ADULT PUTS THE NAME OF THE OBJECT INTO A SENTENCE – DO YOU LIKE _____?]

After CHV demonstrates, say:

When your child knows how to talk, the child should say a word, not point, and then you can put that word into a sentence. Then you can ask, "What else do you see?" If the child says, a cow, the parent can say, "Yes, there is the cow eating grass." "What else is the cow doing?" With another picture, the parent can ask, "What colors do you see?"

Now, this activity is practice for mothers. So children do not need to talk. This instruction is to prevent mothers from demanding that children imitate them.

Please practice talking to your children about your pictures like I have just demonstrated. [HAND OUT PICTURES TO EACH PARENT IF THEY DO NOT HAVE THEIR OWN. DEMONSTRATE AGAIN WITH CHILDREN IF MOTHERS HESITATE. WALK AROUND AND LISTEN.

COACHING PARENTS about TALKING

- Praise the mother for good interaction with her child.
- 'Talk to the child.' Do not force the child to talk.
- 'Respond if the child looks or talks.' Encourage mothers to listen, watch and respond to their children.
- 'Use sentences' – not one word (especially for older children).
- 'Do not teach' – this is not a classroom. Instead respond to what the child is saying/looking.

After mothers practice, to close the activity, say:

Try to practice this activity with your child at home everyday. All you have to do is to have some pictures. Any picture works. You can get them from a calendar, a magazine, a newspaper, a book, or pictures of your family.

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.

Q: 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.]

A: 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. Even a fantasy story about unicorns or mermaids that uses imagination.

Q: How can you make the same story more interesting and challenging for an older child of 18-24 months? Or a child older than this? [Allow parents to answer]

A: 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?"

Q: What if you have one book or one set of pictures and you have finished telling that story? How can you tell more stories with the same pictures? [Allow parents to answer]

A: One way is to tell the same story, but adding new words, and make the story go in a different direction at the end. Feel free to be silly and make up fantasy stories too.

Q: What are the no-cost things that children can play with at home? See how many we can name. [Allow the parents to answer.]

A: ...complete with some suggestions from Session 3/list on page 5 or from play bags you have seen.

Closing Activity 5. Group song, Messages and Homework (10 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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.

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, as homework, **please spend 15 minutes each day raising the challenge to make your child's play more challenging.**

- Please collect some pictures (e.g., calendars, magazines, newspapers, or even drawing pictures, etc.) and bring them to the next session as we will practice more two-way story-telling
- What pictures can you get? [ALLOW PARENTS TO RESPOND. Be very specific].
- Practice talking with your child everyday. What time of day can you find to talk about pictures? [ALLOW PARENTS TO RESPOND. Be very specific].
- Please check to make sure your buddy also completes their homework and comes prepared to the next session ready to share your experiences.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates.

[End of session 9]

SESSION 10. Telling stories, responding to children's questions

Preparation

Materials:

- Signed 5 message poster
- A 1-page color print of images to form a short story around for activity 1. The CHV can say the story or write it down and read it, but should come prepared with a story to tell using the images. The picture on the Manual cover is a good example.
- Handouts of 1-page color copies of images for mothers to practice story telling in Activity 3 (for those who need them).

Information for only CHVs to read ahead of session

- Children need to have a large vocabulary to learn to read and write.
- The easiest way to increase a child's vocabulary is to tell stories, talk about pictures while the child looks at them with you, or read from a storybook.
- If you can collect story books in your community and share them with parents, this will help children's learning a lot. It is best if parents look at books with children, and then they can both talk about what they see. Children under 3 years need a parent with them to talk about the pictures. It doesn't help build vocabulary just to look at pictures without talking but it can still be fun for the child. After talking about the pictures, children may then look at them by themselves and remember the names.
- Parents need to spend at least 15 minutes every day talking face-to-face with their child, sharing each other's attention. Do this more often if possible. Some parents can do it for longer in the afternoon when their work is done.
- Parents should let their children talk about what they see in the pictures and what they like. Parents should repeat what the child says, using adult language, and answer a child's questions; then the child will learn a lot – more than if the parents just talk to the child without giving time for the child to respond. This is a way for parents to be responsive to their child.
- Responsivity of a parent makes children strong and smart.

Objectives: By the end of the session, the parents will have:

- Learned and practiced new ways to talk with their child
- Understood and demonstrated responsive communication
- Practiced ways to answer children's questions
- Problem-solved common barriers related to talking with children

Session Duration: 1 - 1.5 hours

SESSION 10. Telling stories, responding to children's questions

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask the group leader to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, parents. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice raising the challenge for your child in their play for 15 minutes each day.**
- **Who was able to do this? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]
- **Who was able to teach one family member about what they learned last time? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]
- **Last session I also asked you to collect pictures from different sources and bring them to the session.**
- **Who was able to do this? Where did you get pictures from?** [ASK FOR IDEAS FOR WAYS TO GET PICTURES FROM MOTHERS.]

Thank you for sharing your experiences.

Purpose

Today we will once again practice telling stories to children that will make them smart, and to change the games and stories when it's the right time for your child's development.

Activity 1. Story Telling (15 minutes)

CHVs do this with a small group of children while others watch.

In this activity the CHV will come prepared ready to demonstrate responsive storytelling to children by having a story ready to share based on a 1-page color print out of images. The goal is for the CHV to demonstrate proper technique for responsive storytelling.

CHVs: Build an interesting story about the images you see in the print out. You can make one that has some humor and some excitement, but not scary. If your story has a refrain, a line that is repeated, parents can join in repeating the line with you. Have a picture to illustrate the story that the audience can look at while you tell the story. Let the children sit close to you as you tell the story.

I will begin today by telling a story to our children. Please, children, come up front and sit in a circle around me. [ALLOW CHILDREN TO ARRANGE THEMSELVES SO THEY CAN SEE THE STORY/PICTURE.]

While telling/reading the story, make sure the children can see the images. While reading/speaking, stop periodically to ask the children questions about the story such as:

What do you see in this picture? [ALLOW CHILDREN TO RESPOND AND THEN FOLLOW BY SAYING THE WORD IN A 5-WORD SENTENCE, "**YOU SEE THE** _____ **_____**." For example, maybe it is, "YOU SEE THE RED BALLOON."]

- **What do you do with** (ITEM IN PICTURE)?
- **Do you have any** (ITEM IN PICTURE) **at home?**

When you have finished telling the story, say:

- **Stories are a good way to talk with children. Stories are a good way to talk with people of all ages. So it is important that we all talk to our children with stories.**
- **If there is some humor, then children will laugh with you. If there is a refrain, then children will repeat the refrain with you. Don't tell scary stories. Some stories scare children to teach them a lesson, but they will enjoy stories that you can relate to their lives in an exciting or funny way.**
- **Even if a child doesn't talk or respond the first time you tell the story, they can point to things they like in the picture. Older children may have questions about the story; you should answer them.**
- **You can get your child's attention by telling a story. Your child gets your attention by asking questions or telling his/her own story. Listen to your child.**

Activity 2. What is responsive communication? (10 minutes)

For this activity the CHV will describe what is responsive talk and play and what is instructional. We want to encourage parents to be responsive. Children will get instruction when they go to school.

In this program we talk about being responsive. Responsive is when the parent listens to the child or watches what the child is doing and then responds according to the child's interest and ability. Instruction is when the parent tells the child what to do or say. At this age, children do not learn well through instruction. They may be able to repeat something, but it will not stay long in their heads.

So in this activity I am going to say some things that parents often do and you tell me if it is responsive or instruction.

[The Facilitator can do the below enactment with a doll as if the doll were a real child.]

Point to your dress and tell the doll: “Say Nguo. Say Nguo.” Repeat what I say: Nguo” Or point to your shirt and tell the doll: “Say shati”.

[ASK PARENTS] **Am I being responsive or instructional in what I am saying?** [ALLOW RESPONSE]

It is instruction. I am telling the child what to do.

Now tell me how I am talking:

[CHV says to child or doll] **“I see you are looking at my dress. Do you like this colour? What do you like? Oh, I see that you are looking at the lovely red and yellow pattern. I like it too.”**

[ASK PARENTS] **Am I being responsive or instructional in what I am saying?** [ALLOW RESPONSE]

I am being responsive. I see what interests the child, and I respond accordingly by adding more words to what the child is doing.

Why is responsive talk better? [ALLOW RESPONSE]

The child learns more about language by hearing lots of words that describe a dress that he/she is attending to. The child is not learning language by repeating words after you. The child is simply acting like a parrot. This is not language.

Activity 3. Practicing responsive communication (20 minutes)

For this activity, have mothers use images they brought to the session as homework, or images they draw or if needed, ones from the CHV. Any pictures will do. Mothers will practice talking with their child about the images. Children will say what they see in the picture and then mothers can practice building a story around it.

Mothers, now I would like you all to once again practice telling a story to your own children using the images you brought to the session. Build a story with lots of words as I did in the first activity. Children like pictures, so talking with them about pictures is a good way to engage them. Please use these to build a story around. If you don’t have images, I can give you the images I used in the first activity. It is okay to change the story around the same picture. Or to give it a different ending. Or for older children, even to use your imagination and tell fantasy stories. [PASS AROUND HANDOUTS TO MOTHERS THAT DIDN’T BRING PICTURES]

Please ask your child what does he or she see in the picture? Then respond to whatever they say or point to. [ALLOW MOTHERS TO PRACTICE STORY TELLING TO THEIR CHILD USING THE IMAGES. PROVIDE GUIDANCE AND FEEDBACK TO MOTHERS TO HELP THEM BE RESPONSIVE.]

Ask the children, “What do you see?” [LET THE CHILD POINT AND/OR MAKE A SOUND AND THEN FOLLOW BY SAYING THE WORD IN A 5-WORD SENTENCE, **“YOU SEE THE _____.”** For example, maybe it is, **“YOU SEE THE RED BALLOON.”**]

Good, what else? [LET THE CHILD POINT TO AS MANY OBJECTS AS POSSIBLE. AFTER THE CHILD POINTS TO SOMETHING, THE ADULT PUTS THE NAME OF THE OBJECT INTO A SENTENCE]

What things do you like in this picture? [AFTER THE CHILD POINTS TO SOMETHING, THE ADULT PUTS THE NAME OF THE OBJECT INTO A SENTENCE – DO YOU LIKE ____?]

Remember that to be responsive means that you respond to your child's interest and sounds. You don't just talk to yourself. If your child doesn't talk yet, then they can point. Then it is the parent's turn to talk – you can repeat the child's word and put it into a larger sentence. Or if your child only pointed, you can respond by putting the name of the thing they pointed to into a sentence.

COACH parents as they tell stories to their children.

Activity 4. Solving problems related to talking with children (15 minutes)

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

Q: Why do children need the attention of adults? [Allow parents to answer]

A: Children need love, food, comfort and stimulation. They will let parents know when they need these things by crying, waving, pulling on their parents' clothes. Without attention from adults, children will not be smart.

Q: What is special about story-telling? [Allow parents to answer]

A: Story telling helps children learn new words, learn about other people and places, and learn how the world works. It also makes them feel affection for their parents.

Q: What if I don't have a picture? [Allow parents to answer]

A: You can tell stories just using words. You can also make a picture with sticks, stones, or leaves on the ground. That way your child hears and sees the story; it goes in the ears and eyes together.

Q: How can you tell a story to a child who doesn't talk yet? [Allow parents to answer]

A: If the child doesn't talk, she still understands words and sounds. At 8 months, the child understands many words and needs to learn more words from your stories. From birth, children's brains are built to prefer human speech to other sounds.

Q: Can you talk and work at the same time? How can you address this? ALLOW PARENTS TO ANSWER

A: Possible answer if needed: You can tell your child what you are doing while cooking or washing. "This is a sweet potato. I'm cutting the sweet potato." You can

also sing songs during your chores or work and this will stimulate your child's brain.

Closing Activity 5. Group song, Messages and Homework (10 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing to make the child strong, healthy and smart:

- **Love:** Parents show love and respect, not harshness.
- **Talk:** Parents watch and listen to their children's sounds and talk with them.
- **Play:** Parents provide a variety of stimulating play objects.
- **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
- **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.

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, I would like you to practice teaching one family member what you have learned today about the importance of talking to your child and listening to them.

As homework, identify a time and commit to spend 15 minutes each day practicing telling stories to your child, and **responsively engaging your child about the story**. Feel free to use the images you received today to build your stories around. Come up with 3 new stories you can tell to your child for next session. Buddies can help each other in this. We can all help each other by sharing stories at the next session!

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates. See you next time.

[End of Session 10]

SESSION 11A. Love and Respect Each Other (Mothers Only)

Preparation

You will need an assistant to tend to the children during the discussion activities for this session. Please be prepared and inform your assistant beforehand so she can attend the session and be prepared to help.

Materials:

- Signed 5 Messages Poster
- Extra cloth for activity 1b puppet activity

Information for CHV to read ahead of the session:

Women need respectful relationships with their husbands and other family members in order to be good mothers to their children.

Support from fathers and other family members for mothers can play a positive role in not only addressing mothers' stress with their partner but also mothers' stress with their children.

Children learn about effective and respectful communication by watching the adults in their lives show respectful communication to one another. Children who see disrespectful communication will learn to be disrespectful.

Objectives:

By the end of the session, mothers will have:

- Learned and identified three different types of communication (Disrespectful, Passive/Indirect, Respectful).
- Practiced disrespectful, indirect, and respectful ways of communicating.

Duration: 1 -1.5 hours

SESSION 11A. Love and Respect Each Other (Mothers Only)

Welcome and Buddy Attendance

Ask the group leader to take attendance and to distribute soaps to mothers who arrive within 30 minutes of scheduled start time.

- **Welcome to the meeting. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session.**
- **Last session's homework was to tell stories to our children and to come up with 3 new stories to tell your children. How did this go? Who was able to do this?** [DISCUSS FOR A FEW MINUTES.]
- **Can we share some of the stories we created with each other?** [DISCUSS]
- **Who was able to teach one family member about what they learned last time? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]

Thank you for sharing your experiences.

Purpose

Today we will discuss the importance of respectful relationships within families and how respectful communication benefits children. But first, we will have some more fun activities involving our children.

Activity 1. Play and Communication Activities

NOTE: These activities can be implemented at any time during the session, including as mothers wait for others to arrive or if children need a break.

Activity 1a: Freeze Dance (5 minutes)

In every meeting we will play new games that we can play with our children at home. As we all know by now, playing is one of the five key things children need to grow and thrive. Today we will play a new musical game that is fun for children and adults and you can play at home.

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 1b: Puppet show using homemade materials (15 minutes)

For another play activity today we are going to put on a puppet show with our children. Does everyone have cloth in their playbags? With cloth, it is easy to make a puppet and children love puppets. Children, please come up front to watch my puppet show. [HAVE CHILDREN ARRANGE THEMSELVES UP FRONT TO BE ABLE TO WATCH. CHV PUTS CLOTH OVER HAND AND PUTS ON A PUPPET SHOW TO TELL A SHORT STORY. THE STORY CAN BE ABOUT ANYTHING. AN EXAMPLE IS BELOW IF NEEDED BUT FEEL FREE TO USE YOUR OWN STORY OR PLOT.]

Example puppet story: The sock puppet is sleeping soundly, snoring very loudly. The puppet snores so loudly she wakes herself up and is scared. The sock puppet asks the child, “Do you know what that noise was?” [ALLOW CHILD TO ANSWER] “Was that a lion roaring?” [ALLOW CHILD TO ANSWER] “Was that a hippo howling?” [ALLOW CHILD TO ANSWER] Finally the puppet can say, “I’m so tired from my worry. I’m going to go back to sleep now. Night night.” Puppet goes back to sleep and starts to snore loudly again, waking herself up all over again.

Parents, please practice a puppet show with your child. Put a cloth over your hand as I did and let your puppet talk to your child. Respond to your child’s effort to communicate with the puppet. [MOVE AROUND THE GROUP AND COACH PARENTS. WATCH THE CHILDREN. ENCOURAGE MOTHERS TO RESPOND TO CHILDREN’S CUES.]

Thank you, mothers and children. Let’s now discuss the importance of respectful relationships within families and how respectful communication benefits children. [ASK YOUR ASSISTANT TO KEEP THE CHILDREN BUSY SO THEY DO NOT INTERRUPT THE NEXT ACTIVITIES.]

Activity 2. Learning to express yourself (20 minutes)

Goal: to help mothers to understand the difference between emotions and behaviors.

This activity is a group discussion with mothers about their emotions. Use the following probes to get mothers to start talking about what they do when they feel proud and angry.

- **What situations makes you feel proud of yourself?** [ALLOW RESPONSE]
- **How about when you feel proud of your children, your family?** [ALLOW RESPONSE]
- **What do you do when you feel proud?**
- **Do you ever feel angry? What do you do when angry?** [ALLOW RESPONSE]

What is the difference between feeling angry and fighting/conflict? [ALLOW RESPONSE]

Many people confuse anger and violence. Anger is an emotion that everyone feels at some point. Violence is one way of expressing anger. It is what we sometimes do to express the anger that we feel inside. There are also other ways in which we sometimes express anger that we feel.

Think of a recent situation when you felt angry. What did you do to express that anger?
[ALLOW GROUP RESPONSE]

What were you thinking when you were angry? [ALLOW RESPONSE]

Sometimes when we feel angry, we react with conflict, even violence. This can even happen before we realize that we are angry. Some people react immediately, shouting, throwing something on the floor, hitting something or someone. Violence can be verbal or physical. Other times, when we are angry, we can even become depressed, quiet and preoccupied with sad thoughts. Some of you have already shared examples of what you did. Next, we are going to talk about other ways to communicate anger.

Activity 3. Review Types of Communication (20 minutes)

Our relationships matter. Our moods are influenced by what the important people in our lives do and say. Sometimes we face conflict in our relationships.

In our relationships, there are at least three types of communication: Doing Something Disrespectful, Doing Nothing, and Doing Something Respectful.

Explain to the group these three types of communication:

- **Doing Something Disrespectful (Aggressive)** means using angry or aggressive behavior to communicate. This can hurt people physically or emotionally. Can anyone think of an example?
 - [IF NEEDED] One example could be yelling at your child or spouse when you are frustrated with them.
- **Doing Nothing** or **Doing Something Indirect (Passive)** means not saying anything or communicating indirectly with body language. Can anyone think of an example?
 - [IF NEEDED] One example could be turning your back and keeping silent when frustrated with your spouse.
- **Doing Something Respectful (Assertive)** means saying how we think and feel in a way that respects ourselves and others. Doing something for other people that shows them how we feel. Can anyone think of an example?
 - [IF NEEDED] One example could be if you don't like the harsh way your spouse disciplines your child, to calmly tell him that you would prefer if he used positive reinforcement instead.

It can be difficult to communicate in a new way (such as respectful or assertive way) that you are not used to doing. It can take practice. This discussion is meant to help us think through why a new way of communicating may be beneficial even if it is more difficult.

Activity 4. Skit activity - Communication Analysis & Problem Solving (20-25 minutes)

This activity involves skits and role play. The purpose of this activity is to explore how spouses or family members communicate when having a conflict, paying attention to not only what was said, but also how it was said (e.g., tone, body language).

Now we are going to do some role play in small groups about common conflicts between family members.

Please arrange yourselves into 3-4 smaller groups. Each group will prepare a skit about a common conflict in families. I will share with each group a conflict for their skits. Thinking about what we just discussed, prepare a skit of the same conflict and show two endings: the respectful way for you to react, and the disrespectful way for you to react to the same conflict. Remember, respectful means that you respectfully express your feelings and respectfully discuss solutions; it does not mean that you agree on everything. You will have 5 minutes to prepare your skit.

Divide the group into 3-4 smaller groups; give each group their skit description. Move among the groups. Be mindful of time; they can spend up to 10 minutes preparing. You will need 15 min to show and discuss the skits.

Role Play 1:	<p>[GIVE to group 1]: Mother and father are fighting because school fees are due soon and money is tight. There is not enough food to eat and their child is sick. Father has not been able to find work lately and mother is very stressed. Father begins yelling.</p> <p>Prepare a skit of this situation and show a disrespectful way for the mother to react, and a respectful way.</p>
Role Play 2:	<p>[GIVE to group 2]: Mother is doing her chores around the house when Father comes home late and she does not know where he has been all day. She asks him where he has been and a fight ensues.</p> <p>Prepare a skit of this situation and show a disrespectful way for the mother to react, and a respectful way.</p>
Role Play 3:	<p>[GIVE to group 3]: A mother comes home from the clinic where she has learned she is pregnant with another baby. The father is happy</p>

	<p>but the mother is not sure they can afford to have another child in the house.</p> <p>Prepare a skit of this situation and show a disrespectful way for the mother to react, and a respectful way.</p>
Role Play 4 (if needed)	<p>[GIVE to group 4] Father comes home after a long day at work. He finds the mother is busy with chores and the child is crying, while another child is running around and making a mess. Father asks the mother why things are so chaotic at home.</p> <p>Prepare a skit of this situation and show a disrespectful way for the mother to react, and a respectful way.</p>

Group 1 skits [Invite the first group to present their skit.]

After each skit, use the following questions to guide discussion.

- **How do you think that the mother handled the situation in the first negative ending? Do you all agree? Is this something that happens often?**
- **How about the skit with the positive ending? What messages were sent by the mother with the positive ending?**
- **How did it feel to use the respectful strategy vs. the disrespectful strategy?**
Remember, being respectful is not about agreeing, it's about expressing your true feelings in a respectful, non-insulting way.
- **What are some other good solutions for the conflict we just saw acted by our friends?**
- **For example: ask help from a friend? Are you likely to try this solution?**
- Continue to probe for solutions, use another example skit if needed, probe for the participants to describe the type of communication (disrespectful, passive or respectful) that this solution involves. Be realistic about what happens most often in common household conflicts.

Please the next group show us your skit. [Invite the next group to present their skit and repeat questions above.]

Closing Activity 5. Homework and Messages (5 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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.

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, I would like you to practice teaching one family member what you have learned today about respectful communication.

As homework, just like we did today, when you encounter a difficult situation, I want you to evaluate the pros and cons and choose an effective communication strategy. Then I want you to tell us how it went in the next session. Do you have any questions? Please meet with your buddy to also complete their homework on using respectful communication and support each other as you adopt these new practices.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates.

[End of Session 11A]

SESSION 11B. Love and Respect Each Other (Fathers Only)

Preparation

Materials:

- Signed 5 Messages Poster

Information for CHV to read ahead of the session:

Everyone feels anger at times. Expressing that anger disrespectfully and with violence is very harmful for family members including spouses and children.

There are different ways to communicate anger respectfully. Saying how we think and feel in a way that respects ourselves and is a good example.

Children learn about effective and respectful communication by watching their parents show respectful communication to one another. Children who see disrespectful communication will learn to be disrespectful.

Objectives:

By the end of the session, fathers will have:

- Discussed the difference between emotions and behaviors
- Learned and identified three different types (Disrespectful, Passive/Indirect, Respectful) of communication.
- Practiced communicating emotions in respectful ways.

Duration: 1 -1.5 hours

SESSION 11B. Love and Respect Each Other (Fathers Only)

Welcome and Buddy Attendance

Ask group leader to take attendance and to distribute soaps to fathers who arrive within 30 minutes of scheduled start time.

- **Welcome to the meeting. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from the last time we met together just as fathers.**
- **Last session's homework was to try new things that you had not done before with your child. Did anyone do this? What was your experience?** [DISCUSS FOR A FEW MINUTES.]
- **Why is father care so important for children?** [ALLOW DISCUSSION]
 - **What we teach our children, they will use in their own homes as adults. So we have to do it correctly from the start.**
- **Why is father care so important for mothers?** [ALLOW DISCUSSION]
 - **Mothers who are too stressed can't attend to their children properly. Children will become more sick and won't grow as strong as they could be. If we help our partners, they will be less stressed. Our children will benefit too.**

Purpose

Today we will discuss the importance of respectful relationships within families and how we speak with our partners and family members. Does anyone remember our messages about love and respect?

- **Love and respect your partner**
 - **Love and respect your children**
 - **Love and respect yourself**
-

Activity 1. Learning to express yourself (20 minutes)

Goal: to help fathers to identify when they are angry and how to express their anger in a constructive and non-destructive way.

This activity is a group discussion with fathers about their emotions. Use the following probes to get fathers to start talking about what they do when they feel proud and angry.

- **What makes you feel proud of yourself?** [ALLOW RESPONSE]
- **How about when you feel proud of your children, your wife?** [ALLOW RESPONSE]
- **Do you ever feel angry? What do you do when you feel angry?** [ALLOW RESPONSE]

What is the difference between feeling angry and fighting/conflict/violence? [ALLOW RESPONSE]

Many people confuse anger and violence. Anger is an emotion that everyone feels at some point. Violence is one way of expressing anger. It is what we sometimes do in order to express the anger that we feel inside.

Think of a recent situation when you felt angry. What did you do to express that anger? [ALLOW GROUP RESPONSE]

Now, think about what happened when you were angry, and try to remember what you were feeling. What were you feeling in your body when you were angry? [ALLOW RESPONSE]

What were you thinking when you were angry? [ALLOW RESPONSE]

Sometimes when we feel angry, we react with violence. This can even happen before we realize that we are angry. Some people react immediately, shouting, throwing something on the floor, hitting something or someone. Violence can be verbal or physical. Other times, when we are angry, we can even become depressed, quiet and preoccupied with sad thoughts. Some of you have already shared examples of what you did. Next, we are going to talk about other ways to communicate anger.

Activity 2. Review (Good and Bad) Types of Communication (20 minutes)

In our relationships, there are at least three types of communication: Doing Something Disrespectful, Doing Nothing, and Doing Something Respectful.

Explain to the group these three types of communication:

- **Doing Something Disrespectful (Aggressive)** means using angry or aggressive behavior to communicate. This can hurt people physically or emotionally. Can anyone think of an example?
 - [IF NEEDED] One example could be hitting your child or spouse when you are frustrated with them.
- **Doing Nothing** or Doing or Something Indirect (Passive) means not saying anything or communicating indirectly with body language. Can anyone think of an example?
 - [IF NEEDED] One example could be turning your back and keeping silent when angry with your spouse.
- **Doing Something Respectful (Assertive)** means saying how we think and feel in a way that respects ourselves and others. Doing something for other people that shows them how we feel. Can anyone think of an example?
 - [IF NEEDED] One example could be if you don't like the harsh way your spouse disciplines your child, to calmly tell her that you would prefer if she used positive reinforcement instead.

There are helpful and unhelpful ways to express your anger. Please get into three small groups. In these groups, make two lists: One list of helpful ways to express anger and another of not-so-helpful ways. Think about the 3 types I mentioned: disrespectful, passive, and respectful.

Give groups 5 minutes to develop answers and then discuss in larger group with questions below.

What are some good ways to express anger? [ALLOW GROUP DISCUSSION]

POSSIBLE WAYS TO CONTROL/MANAGE YOUR ANGER INCLUDE:

- Count slowly from 1 to 10 before you say or do anything. If you are still angry, step away and give yourself some time, until you are more calm.
- Relax your shoulders, take a deep breath and say to yourself “relax” or “take it easy.”
- Put your hands behind your back and tell yourself to wait. Don’t say anything until you calm down.
- Go for a walk and think about the situation. Try to see the situation through the eyes of your child or partner.
- Go somewhere calm and rethink respectful ways of talking.
- Additional answers: look in a mirror, approach and talk, tone of talk, do some physical exercise or physical labor, wait before reacting, move slowly

It can be difficult to communicate in a new way that you are not used to doing. If you are not used to communicating in a respectful way, it can take practice. This discussion is meant to help us think through why a new way of communicating may be beneficial, even if it is more difficult.

What are some barriers to acting in a respectful way when you are angry? [ALLOW DISCUSSION]

How do you overcome those barriers? [ALLOW GROUP DISCUSSION. FIND SOLUTIONS HERE. THIS IS KEY.]

Activity 3. Question & Answer session (15 minutes)

Now’s let’s answer some questions as a group.

Q: Why is it sometimes difficult for men to express their anger without using violence?
[ALLOW GROUP DISCUSSION]

A: Summarize with possible answers that include:

- **They don't have the words or know the respectful ways.**
- **My anger is so strong that I can't control it.**
- **My spouse and children won't respect me unless I use violence.**
- **My spouse and children don't respect me, so why should I respect them?**

Q: Is your anger sometimes so strong that none of these strategies will work? So what do you do? [ALLOW GROUP DISCUSSION]

A: Possible answer: call a friend or my buddy in Msingi Bora to hold me down. Count slowly from 1 to 10.

Q: Do you think it is sometimes better to vent your anger with physical or verbal violence? [ALLOW GROUP DISCUSSION, COME UP WITH SEVERAL ANSWERS FROM THE GROUP]

A: This isn't being respectful. It may be better for the moment, but it is bad for your wife and children. It leads to disrespect and mistrust.

Q: What is the best way to talk when you are angry? [ALLOW GROUP DISCUSSION, COME UP WITH SEVERAL ANSWERS FROM THE GROUP]

A: Express your anger or disappointment by using a respectful response. This can be done by saying something that starts with "I...." I feel angry because..." "I understand you are working hard to do this better but..."

Activity 4. Skit activity – Practice communicating emotions (20-25 minutes)

This activity involves skits and role play. Fathers will create skits of common conflicts and portray negative and positive communication strategies.

Please arrange yourselves into small groups of 3-4 persons each. I will assign each group a common situation that often involves conflict in families. Thinking about what we just discussed, prepare a skit of the same conflict and show two endings: the respectful way for you to react, and the disrespectful way for you to react to the same conflict.

Remember, respectful means that you respectfully express your feelings and respectfully discuss solutions; it does not mean that you agree on everything. What can men do to deal with their anger when they realize that they will lose control and may use violence?

[Give fathers 5 minutes to create and practice their skit. Visit each small group to ensure no one is having difficulties.]

Role Play 1:	<p>[GIVE to group 1]: Mother and father are fighting because school fees are due soon and money is tight. There is not enough food to eat and their child is sick. Father has not been able to find work lately. Mother is very stressed and begins crying.</p> <p>Prepare a skit of this situation and show a disrespectful way for the father to react, and a respectful way.</p>
Role Play 2:	<p>[GIVE to group 2]: Mother is doing her chores around the house when Father comes home late and she does not know where he has been all day. She asks him where he has been.</p>

	Prepare a skit of this situation and show a disrespectful way for the father to react, and a respectful way.
Role Play 3:	<p>[GIVE to group 3]: A mother comes home from the clinic where she has learned she is pregnant with another baby. The father is happy but the mother is not sure they can afford to have another child in the house and says so.</p> <p>Prepare a skit of this situation and show a disrespectful way for the father to react, and a respectful way.</p>
Role Play 4 (if needed)	<p>[GIVE to group 4] Father comes home after a long day at work. He finds the mother is busy with chores and the child is crying, while another child is running around and making a mess.</p> <p>Prepare a skit of this situation and show a disrespectful way for the father to react, and a respectful way.</p>

Group 1 skits [Invite the first group to present their skit.]

After each skit, use the following questions to guide discussion.

- How do you think that the father figure handled the situation in the first negative ending? Do you all agree? Is this something that happens often?
- How about the skit with the positive ending? What messages were sent by the father with the positive ending?
How did it feel to use the respectful strategy vs. the disrespectful strategy?
Remember, being respectful is not about agreeing, it's about expressing your true feelings in a respectful, non-insulting way.
- What are some other good solutions for the conflict we just saw acted by our friends?

Please the next group show us your skit. [Invite the next group to present their skit and repeat questions above.]

Closing Activity 5. Homework and Messages (5 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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.

Let's now sing our group song to close for today.

Ask all the fathers to form a circle. Clap and sing a well-known local song adapted for the 5 messages. Involve all parents in singing.

As homework, when you encounter a difficult situation, I want you to choose your favorite three strategies to control your emotions from those we talked about today. Then I want you to remember it when you are feeling in your body the anger that you have identified. Do you have any questions? Please meet with your buddy to discuss these strategies together and complete the homework. For the next session, I would also like you to practice teaching one family member what you have learned today about respectful communication.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates.

[End of Session 11B]

SESSION 12G. Group Review Session

Preparation

Materials:

- Signed 5 Messages Poster
- Playbag with play materials to have on hand as extras for activity 2

Information for CHV to read ahead of the session:

This session will review the previous group sessions 9 – 11 as well as have new communication and play activities for parents and children.

- In session 9, we spoke about ways to raise the challenge for children in their play as their abilities increase with age. Children who are not challenged can get bored.
- In session 10, we discussed the importance of two-way talk and storytelling that involves children. We practiced telling stories to children using paper handouts.
- In session 11, as mothers or fathers we discussed the difference between emotions and behavior, and discussed positive ways to communicate anger in conflicts.

Objectives:

By the end of the session, parents will have:

- Reviewed and practiced more play with children to raise the challenge
- Reintroduced the 5 main messages and discussed common barriers to practicing them
- Reviewed and discussed positive types of communication for common conflicts
- Practiced another responsive talk activity with children

Duration: 1 -1.5 hours

SESSION 12G. Group Review Session

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask your assistant to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, parents. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice choosing an effective communication strategy in times of conflict.**
- **Who was able to do this? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 PARENTS.]
- **Did anybody meet with their buddy to support each other as they learn these new communication strategies?** [ALLOW RESPONSE]

Thank you for sharing your experiences. Buddies, please continue to support each other in adopting and practicing these new behaviors.

Purpose

Today we will review what we have learned so far in our Msingi Bora program and try to help come up with solutions to any problems we may be experiencing with these new practices. First, let's start with more time for play with our children.

Activity 1. Review/practice play with sticks (15 minutes)

This activity repeats the play with sticks activity from session 9. The CHV should first demonstrate with an adult up front, and then have parents arrange themselves in a circle with their children and allow parents and children to practice together. Pass out plenty of sticks and bottle caps to parents if needed to facilitate this activity.

Let us now again play the pattern game with children using sticks and bottle caps. We learned this game a few weeks ago and I hope you have continued to play it with your child. If you missed that session, you can watch how your buddy plays with her child. I will first demonstrate once again.

Take an adult who has practiced with you before. The adult first acts like a child who is doing the 3-stick pattern well; then the adult acts like a child who cannot do the 3-stick pattern. Make a vertical stick. Give the child a stick and say:

Make a pattern like mine. |

Then make your stick horizontal and say:

Look now. Make a pattern like this. —

Make a “L” pattern with 2 sticks like below. Give the child 2 more sticks. Say to the child:

Now make one like mine again. L

Make a more challenging pattern with 3 sticks and have the child again try to copy. Say to the child:

Now make one like this. 

Now make one like this. | • |

Then Let the adult [child] take the lead and make a new pattern that you will copy.

Say: **You make a pattern with 1 or 2 or 3 sticks and I will try to copy your pattern this time. What pattern are you going to make?**

The CHV should match the child’s pattern. And then let the child make another pattern.

Remember to start with a pattern made of 1 or 2 sticks. If your child is able to copy that, then raise the challenge by making a 3- and 4-stick pattern and add a bottle cap to the pattern. After every pattern, remove the sticks and start another pattern.

Remember to let your child take the lead sometimes. The child can make a pattern and you will copy it.

If the child cannot do a pattern, then make simpler patterns by using fewer sticks. Also let your child take the lead to show you what pattern he/she wants to make and you copy it.

The CHV should make sure that all parents have sticks and caps in their playbag or are given some by a buddy. The CHV should walk around and coach parents. If needed, remind parents how to make the game more challenging if it is easy for the children, and how to make it easier if too difficult.

After 15 minutes play, say to parents:

This is responsive play: Parents play in a responsive way by noting their child's ability to make patterns and interest in making patterns. Parents respond by raising or lowering the challenge in the game and by letting children take the lead.

Activity 2. Reintroduce the 5 main messages (20 minutes)

Parents, now please let your children play with their toys from their playbags while we discuss. [ALLOW MOTHERS TO 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 grow at birth. A good parent helps the 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP 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.

Which of these messages and practices are you able to do? [TAKE ONE PRACTICE AT A TIME. ASK WHAT EXACTLY THEY CAN DO AND NOT DO. ASK ABOUT WHAT MAKES IT EASY AND DIFFICULT. LISTEN TO RESPONSES. SUMMARIZE.]

a. What makes it easy to do? What makes it difficult?[LISTEN TO RESPONSES. SUMMARIZE.]

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

Are buddies supporting each other in doing these practices? How can buddies help each other to do these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Common myths (10 minutes)

Sometimes we hear about reasons not to do these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Does anyone think that about some of the things we have discussed today? [ALLOW RESPONSE]

Q: One common myth is that children need store bought toys to stimulate their brain. What do you think of this? [ALLOW DISCUSSION]

A: This is not true. Children’s brains grow when they have play objects from the home. The important thing is to introduce new objects to children over time so that they do not get bored.

Q: Another myth is that parents don’t need to talk to their children if they can’t talk back. What do parents think of this? [ALLOW DISCUSSION]

A: This is again not true. Even children who cannot talk can still understand many words and sounds. All talking with parents helps their brains to grow rapidly.

Q: Sometimes you hear that children start “real learning” when they begin school. What do you think? [ALLOW DISCUSSION]

A: This again is a myth. From birth, children learn from everything that goes on around them. They are constantly learning well before they get to school. This is why talking to them and providing them with play objects from a young age is so important to help their brains grow.

Q: Some people think that boys should only play with boy toys, like cars, and girls should only play with girl toys, like dolls. What do you think? [ALLOW DISCUSSION]

A: This is not true. It is good for boys and girls to play with all toys. A boy who plays with dolls will not turn effeminate; he will learn how to be playful with babies. A girls who plays with cars and blocks can still be a mother when she gets older. Children can learn many skills.

Q: Some people think that if children are given eggs to eat then their language will be delayed. What do you think? [ALLOW DISCUSSION]

A: This is not true. Children around the world are given lots of eggs to eat and their language develops ahead of children who do not eat eggs. So eggs are very good for children.

Activity 4. Review Types of Communication (10 minutes)

- Now let's briefly review our last session we had.
- Last session we learned about three types of communication: Doing Something Disrespectful, Doing Something Passive/Indirect, and Doing Something Respectful.
- It can be difficult to communicate in a new way (such as respectful or assertive way) that you are not used to doing, especially in a conflict. It can take practice, as we were asked to practice between last session and today.
- Why can respectful or assertive communication in a conflict be beneficial, even if it is more difficult? [ALLOW DISCUSSION. PROBE.]
- Communicating respectfully – but assertively – is a way of demonstrating LOVE AND RESPECT. We have discussed the importance of love and respect in a child's life and in a family's life. Remember, there are 3 main ways to show Love and Respect:
 - Love & Respect the Child
 - Love & Respect your partner or spouse.
 - Love & Respect Yourself
- Communicating respectfully demonstrates LOVE AND RESPECT for yourself and for your family members.

Activity 5. More practice on responsive communication (15 minutes)

This activity is the same as Activity 3 from Session 10 and gives parents more opportunity to practice responsive talk with their child. CHVs should once again have parents use the images we handed out in session 10 or draw a picture or use an image from their playbags or anything they like. It could be a picture of a child kicking a ball, or a woman feeding chickens, or anything they like, whether drawn by a parent or an image from a magazine or calendar. Any pictures will do. Parents will practice talking with their child about the images. Children will say what they see in the picture and then mothers or fathers can practice building a story around it.

CHVs do not demonstrate. Parents already have done responsive talk but need to practice.

Parents, now I would like you all to once again practice telling a story to your own children using images. As we have learned, children like pictures, so talking with them about pictures is a good way to engage them.

Please ask your child what does he or she see in the picture? Then respond to what they say or point to. Tell a story about the picture. Talk to your child using lots of words. [ALLOW MOTHERS TO PRACTICE STORY TELLING TO THEIR CHILD USING THE IMAGES. COACH. PROVIDE GUIDANCE AND FEEDBACK TO MOTHERS TO HELP THEM BE RESPONSIVE. Look at responsive talk in Sessions 9 and 10, activity 3 if you need to remind yourself.]

After parents practice, If not already done in Activity 2, ask:

What do we find fun or easy about two-way talk with our children? [ALLOW RESPONSE]

What do you find challenging about two-way talk? [ALLOW RESPONSE]

- **What are ways we can overcome these challenges for you and your children?**
[HELP MOTHERS TO PROBLEM SOLVE AS A GROUP]

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

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing to make the child strong, healthy and smart:

- **Love:** Parents show love and respect, not harshness.
- **Talk:** Parents watch and listen to their children's sounds and talk with them.
- **Play:** Parents provide a variety of stimulating play objects.
- **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
- **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.

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, I would like you to practice teaching one family member what you have learned today about the importance of talking to your child and listening to them.

As homework, let's all commit to putting in a new object into our playbags for our growing children before next session. Children need novelty to stay interested and have their brains continue to grow. Be prepared to show your new objects at our next session. Also remember to engage in 2-way talk about pictures with your child and play the stick game.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates. See you next time.

[End of Session 12G]

SESSION 12H. Home Review Session

Preparation

Materials:

- Signed 5 Messages Poster
- Playbag with play materials to have on hand as extras for activity 2

Information for CHV to read ahead of the session:

This session will be conducted as a home visit for each household individually. You will review the previous group sessions 9 – 11 as well as have new communication and play activities for parents and children.

- In session 9, we spoke about ways to raise the challenge for children in their play as their abilities increase with age. Children who are not challenged can get bored.
- In session 10, we discussed the importance of two-way talk and storytelling that involves children. We practiced telling stories to children using paper handouts.
- In session 11, as mothers or fathers we discussed the difference between emotions and behavior, and discussed positive ways to communicate anger in conflicts.

Objectives:

By the end of the session, parents will have:

- Reviewed and practiced more play with children to raise the challenge
- Reintroduced the 5 main messages and discussed common barriers to practicing them
- Reviewed and discussed positive types of communication for common conflicts
- Practiced another responsive talk activity with children

Duration: 1 -1.5 hours

SESSION 12H. Home Review Session

Welcome and Review Homework (10 minutes)

Give a soaps to parents at start of home visit.

- **Welcome. Thank you for receiving me today in your home. Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice choosing an effective communication strategy in times of conflict.**
- **Were you able to do this? What happened? [ALLOW RESPONSE]**
- **Did you meet with your buddy to support each other as you learn these new communication strategies? [ALLOW RESPONSE]**

Thank you for sharing your experience. Please continue to support your buddy in adopting and practicing these new behaviors.

Purpose

Today we will review what we have learned so far in our Msingi Bora program and try to help come up with solutions to any problems we may be experiencing with these new practices. First, let's start with more time for play with our children.

Activity 1. Review/practice play with sticks (15 minutes)

This activity repeats the play with sticks activity from session 9.

Let us now again play the pattern game with your child using sticks and bottle caps. We learned this game a few weeks ago and I hope you have continued to play it with your child. If you attended that session, you can play it now with your child. If you missed that session, I will demonstrate the game with your child.

Make a vertical stick. Give the child a stick and say:

Make a pattern like mine. |

Then make your stick horizontal and say:

Look now. Make a pattern like this. —

Make a "L" pattern with 2 sticks like below. Give the child 2 more sticks. Say to the child:

Now make one like mine again.

L

Make a more challenging pattern with 3 sticks and have the child again try to copy. Say to the child:

Now make one like this.



If your child can make a 3-stick pattern, then make it more difficult by adding a bottle cap.

Let the child take the lead and make a new pattern that you will copy.

Say to the child: **You make a pattern with 1 or 2 or 3 sticks and I will try to copy your pattern this time. What pattern are you going to make?**

The Mother should match the child's pattern.

Remember to start with a pattern made of 1 or 2 sticks. If your child is able to copy that, then raise the challenge by making a 3- and 4-stick pattern and add a bottle cap to the pattern. After every pattern, remove the sticks and start another pattern.

Remember to let your child take the lead sometimes. The child can make a pattern and you will copy it.

Remember, if your child cannot do a pattern, then make simpler patterns by using fewer sticks. Also let your child take the lead to show you what pattern he/she wants to make and you copy it.

The CHV should make sure that the parents have sticks and caps in their playbag or should give some to the parents to use for this activity. The CHV should coach the parents. If needed, remind parents how to make the game more challenging if it is easy for the children, and how to make it easier if too difficult.

After 15 minutes play, say to parents:

This is responsive play: Parents play in a responsive way by noting their child's ability to make patterns and interest in making patterns. Parents respond by raising or lowering the challenge in the game and by letting children take the lead.

Activity 2. Reintroduce the 5 main messages (20 minutes)

Now please let your child play with their toys from their playbag while we discuss.

[ALLOW MOTHERS TO 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 grow at birth. A good parent helps the 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP 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.

Which of these messages and practices are you able to do? [TAKE ONE PRACTICE AT A TIME. ASK WHAT EXACTLY THEY CAN DO AND NOT DO. ASK ABOUT WHAT MAKES IT EASY AND DIFFICULT. LISTEN TO RESPONSES. SUMMARIZE.]

a. What makes it easy to do? What makes it difficult? [LISTEN TO RESPONSES. SUMMARIZE.]

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

Are you and your buddy supporting each other in doing these practices? How can buddies help each other to do these practices? [ALLOW RESPONSE. ENCOURAGE BUDDIES TO SUPPORT EACH OTHER.]

Activity 3. Common myths (10 minutes)

Sometimes we hear about reasons not to do these behaviors because they may not be good for the child or they take too much time. These are common myths – they really are not true even if we hear them. Do you think that about some of the things we have discussed today? [ALLOW RESPONSE]

Q: One common myth is that children need store bought toys to stimulate their brain. What do you think of this? [ALLOW DISCUSSION]

A: This is not true. Children's brains grow when they have play objects from the home. The important thing is to introduce new objects to children over time so that they do not get bored.

Q: Another myth is that parents don't need to talk to their children if they can't talk back. What do you think of this? [ALLOW DISCUSSION]

A: This is again not true. Even children who cannot talk can still understand many words and sounds. All talking with parents helps their brains to grow rapidly.

Q: Sometimes you hear that children start "real learning" when they begin school. What do you think? [ALLOW DISCUSSION]

A: This again is a myth. From birth, children learn from everything that goes on around them. They are constantly learning well before they get to school. This is why talking to them and providing them with play objects from a young age is so important to help their brains grow.

Q: Some people think that boys should only play with boy toys, like cars, and girls should only play with girl toys, like dolls. What do you think? [ALLOW DISCUSSION]

A: This is not true. It is good for boys and girls to play with all toys. A boy who plays with dolls will not turn effeminate; he will learn how to be playful with babies. A girl who plays with cars and blocks can still be a mother when she gets older. Children can learn many skills.

Q: Some people think that if children are given eggs to eat then their language will be delayed. What do you think? [ALLOW DISCUSSION]

A: This is not true. Children around the world are given lots of eggs to eat and their language develops ahead of children who do not eat eggs. So eggs are very good for children.

Activity 4. Review Types of Communication (10 minutes)

- Now let's briefly review our last session we had.
- Last session we learned about three types of communication: Doing Something Disrespectful, Doing Something Passive/Indirect, and Doing Something Respectful.
- It can be difficult to communicate in a new way (such as respectful or assertive way) that you are not used to doing, especially in a conflict. It can take practice, as we were asked to practice between last session and today.
- Why can respectful or assertive communication in a conflict be beneficial, even if it is more difficult? [ALLOW DISCUSSION. PROBE.]

- **Communicating respectfully – but assertively – is a way of demonstrating LOVE AND RESPECT. We have discussed the importance of love and respect in a child’s life and in a family’s life. Remember, there are 3 main ways to show Love and Respect:**
 - **Love & Respect the Child**
 - **Love & Respect your partner or spouse.**
 - **Love & Respect Yourself**
- **Communicating respectfully demonstrates LOVE AND RESPECT for yourself and for your family members.**

Activity 5. More practice on responsive communication (15 minutes)

This activity is the same as Activity 3 from Session 10 and gives parents more opportunity to practice responsive talk with their child. CHVs should once again have parents use the images we handed out in session 10 or draw a picture or use an image from their playbags or anything they like. It could be a picture of a child kicking a ball, or a woman feeding chickens, or anything they like, whether drawn by a parent or an image from a magazine or calendar. Any pictures will do. Parents will practice talking with their child about the images. Children will say what they see in the picture and then mothers or fathers can practice building a story around it.

Now I would like you to once again practice telling a story to your own children using images. As we have learned, children like pictures, so talking with them about pictures is a good way to engage them.

Please ask your child what does he or she see in the picture? Then respond to what they say or point to. Tell a story about the picture. Talk to your child using lots of words. [ALLOW MOTHERS TO PRACTICE STORY TELLING TO THEIR CHILD USING THE IMAGES. PROVIDE GUIDANCE AND FEEDBACK TO MOTHERS TO HELP THEM BE RESPONSIVE.]

After parents practice, If not already done in Activity 2, ask:

What do you find fun or easy about two-way talk with our children? [ALLOW RESPONSE]

What do you find challenging about two-way talk? [ALLOW RESPONSE]

- **What are ways we can overcome these challenges for you and your children? [HELP MOTHER TO PROBLEM SOLVE]**

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

Gather the mother and child for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing to make the child strong, healthy and smart:

- **Love:** Parents show love and respect, not harshness.
- **Talk:** Parents watch and listen to their children's sounds and talk with them.
- **Play:** Parents provide a variety of stimulating play objects.
- **Wash:** Parents wash their own and their child's hands before touching food or after touching feces.
- **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.

Let's now sing our group song to close for today.

Clap and sing a well-known local song adapted for the 5 messages with funny movements.

For the next session, I would like you to practice teaching one family member what you have learned today about the importance of talking to your child and listening to them.

As homework, please commit to putting in a new object into your playbag for your growing child before next session. Children need novelty to stay interested and have their brains continue to grow. Be prepared to show your new objects at our next session. Also remember to engage in 2-way talk about pictures with your child and play the stick game.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates. See you next time.

[End of Session 12H]

SESSION 13. Practicing Responsive Play

Preparation

Materials:

- Signed 5 message poster
- Pieces of cardboard with cut shapes (circles, squares, stars) for activity 1.
- Playbags of materials, including pieces of colored cloth of different sizes

Information for CHV to read ahead of the session:

- Playing is what young children should do for most of their waking day. Children love to play and it is good for them.
- Playing is fundamental for children's development and their ability to connect with others and with the environment.
- Parents can facilitate play by showing more challenging games to their children. Sometimes parents can lead by showing something new, and then let their child lead. This is being responsive.
- Playing helps to develop:
 - Strong thinking skills.
 - Language and communication abilities.
 - Motor skills and coordination
 - Politeness and friendliness, such as the ability to wait and take turns, to be a respectful child with appropriate behavior, to be trustworthy and to have self-confidence, and to cooperate with others.

Objectives:

By the end of the session, the parents will have:

- Learned two new play activities with children (Activities 1, 2 and 4)
- Learned what is meant by responsive play and practiced responsive play with their child, including how to:
 - Read the child's signals to understand the child's point of view
 - Respond in tune to the child's wishes

Duration: 1 – 1.5 hours

Session 13. Practicing Responsive Play

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask the group leader to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, mothers. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to insert a new play thing into your playbags for your children,** to talk with your child about pictures, and to play stick and ball games with your child. **Who was able to do this: What did you add to your bags?** [ASK ALL MOTHERS TO SHOW YOU WHAT IS IN THEIR BAGS.] **Who spoke with their child about pictures?** [Let some describe] **Who played games?** [Let some describe]
- **Who was able to teach one family member about what they learned last time? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Thank you for sharing your experiences.

Purpose:

The purpose of today's session is to learn techniques for how to be responsive to your child in play, and to help overcome barriers to responsive play time with your child.

Activity 1. Group Circle of Children and Adults Shape Game (20 minutes)

Have the group form a circle with mothers seated on the outside facing their child.

Let's first have some playtime with our children today with a new activity. Please arrange yourselves in a circle with your child facing you.

[GIVE MOTHERS THE CARDBOARD ALONG WITH SHAPES THAT HAVE BEEN CUT FROM IT SUCH AS A CIRCLE, SQUARE, STAR AND TRIANGLE.]

I brought some cardboard with me today. You can see that simple shapes have been cut out. We will start with simple shapes like circle and square.

Mothers, You can start by fitting the circle into its hole while saying to your child, "This is a circle. See, I am putting the circle into the circle hole." Do the same with the square, "This is a square. See I am putting the square into the square hole."

Then put the circle and square shapes on the mat in front of the child and say, “Put the circle in the hole where it fits; put the square in the hole where it fits. Encourage your child to keep trying. Talk to your child about what he/she is doing such as saying, “Good! You put the circle in its spot!” Even if your child gets it wrong, praise the child for trying. Don’t worry about getting it right, they will practice again next week and eventually learn it.

If the child puts the circle and square in the correct hole, repeat instructions with the next two shapes (triangle, star).

[LET CHILDREN PLAY FOR ABOUT 15 MINUTES. Encourage parents to respond to their children but not to take over the game or correct too sternly. Parents can show the first time, and repeat if the child needs more advice, but after that should not touch the shapes. Just encourage their child and respond to what the child is doing. If children want to do something else with the shapes, like stack them, that is fine too. Your job as CHV is to provide feedback to mothers. Praise good practices and gently correct technique of mothers as needed.]

Activity 2. What does Responsive Play mean? Cloth Game (20 minutes)

For this activity you need to have cloths in many different colors and to have a small piece and a large piece of each color/pattern (shapes may vary).

We will learn a new game to play with your child. I want us to talk about what we mean by responsive play. When you play with your child, you want to be responsive.

What do you think is meant by Responsive Play? [ALLOW DISCUSSION]

Responsive play is about parents responding to their child’s cues in an appropriate way, not instructing the child to do what you want but instead parents follow the child’s lead. It means that you have to first read the child’s signals, looking at their sounds and gestures, and next respond to them.

We are now going to play a game with pieces of colored cloth. Here are 10- colored cloths – one small and one larger for each color or pattern.

Show cloths of 10 colours (red, blue, yellow, patterned etc). Have a small piece and a larger piece of each colour (shapes may vary). Pick a child of 18-24 months to play with you while you demonstrate the game. While you are playing with the child, give the following instructions out loud to parents as they watch.

Matching Colour Game.

- To parent. **Let the child pick a cloth of any color and then pick a cloth yourself. Then let the child find a cloth of the matching color.** To Child: **Take a cloth that you like. Now let's see if we can find another cloth with the same color. Let the child find it.**
- To parent. **Now you find the cloth matching the color of your cloth.**
- To parent. **Let the child continue picking a cloth and finding its match until all cloths have their match. They may need help at the beginning but not thereafter.**
- To Child: **Take another cloth that you like and let's find its matching color. That's good. Take more cloths and find their matches, so you have two cloths of each color.**

Extension to Matching Sizes.

- To parent. **The next step to raise the challenge for an older child is to organize by size. Have a small plate or bowl and a larger plate or bowl, or use a small stone and a larger stone. Show the child with your pair of cloths how to put the smaller piece in the small bowl and the larger piece in the larger bowl.** To Child: **I'm going to put my small piece in the small bowl and the large piece in the large bowl. Can you do the same with your cloths? Which one are you going to take first? Is it going in the small bowl or the large bowl? Where does its match go? That's good. Keep going so that all the cloths are in the bowls.**
- To parent. **Let the child finish with the remaining pairs of cloths. Finally, encourage the child to pair cloths by color again. An older child can play this game by themselves on future days.**

Let parents play the cloth game with their child while you coach them. If you have only enough pieces of cloth for 2 or 3 parents, then let them take turns with their child.

Here we are being responsive to children by providing materials and seeing what they like to do. Notice whether the child likes to organize by colors or by size. Most children notice color first; as they get older, they notice size and color. So we are providing material they like to play with. How else can children play with coloured cloths?

Activity 3. Solving problems related to responsive play (15 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.

Q: Do parents have to be responsive? Why can't they instruct children to copy what they do?

[Allow parents to answer]

A: Children pay attention to someone who responds to them. If you copy a child and add something new, then they will be watching and listening more. So they learn more from a responsive parent. Instruction is one-direction only; it is good for learning

some things, like how to wash hands or sweep a floor. Children may copy what you do but it does not help them to think or learn language.

Q: Sometimes my child does inappropriate things or disrespectful things. How do I respond to those? [ALLOW RESPONSE]

A: Being responsive does not mean that you have to agree with everything your child does. Here we are talking about play and talk. If your child plays or talks in a disrespectful way, then you need to say, “I don’t like that. I expect you to behave respectfully.” You need to teach your child respectful and appropriate ways to communicate and behave by setting rules of conduct.

Q: What are ways that children send signals to parents about what they need and want, even children who don’t yet talk? [Allow parents to answer]

A: These are all the ways children communicate. They include making sounds, looking, making gestures, movements, pointing, crying and even silence.

Q: Why is it important to recognize and acknowledge the child’s signals, both positive and negative ones? [Allow parents to answer]

A: Understanding and respectfully responding to signals related to negative emotions such as tiredness, frustration, fear or sadness, and positive emotions such as happiness, enthusiasm, curiosity or pride, can make the child feel understood and gain confidence. You acknowledge by saying something like, “I see you are angry; you don’t want to stop playing. But it is time to stop and you can play again later.”

Q: What does it mean to “take turns”? Why is taking turns with the child important? [Allow parents to answer]

A: Taking turns means that sometimes the child leads and sometimes the parent leads. This will help the child understand that both the parent and the child have a role in the two-way interaction.

Activity 4. What am I hiding game – play experience (20 minutes)

The objective of this activity is to allow parents to practice Responsive Play with their child.

Ask parents to be seated in a circle with their young children in front of them and explain the following game. You may need to demonstrate with one child 18-24 months of age.

This is a “What Am I Hiding?” game. Parents, you should do it once with your child just to start off and then allow your children take the lead. Please lay four or five objects from the child’s playbag in a row on the ground between you and your child. They must be five different objects, e.g. ball, bottle cap, stick, cloth, stone. While your child watches, point to

each object and name it. Then, Tell your child to close their eyes or you put your hand over their eyes.

Parents, while the child's eyes are covered, take one of those objects laid out now and hide it behind your back. Tell your child to open their eyes and guess what you are hiding. Children will likely get it wrong, but they have learned the game. Let the child make 2 or 3 guesses if they want, and then show the object.

Now return the object to its former place in the row. You the parent cover your eyes while asking your child to take one to put behind their back. You then look at what is left between you and guess what is hidden behind your child. Children can continue hiding objects while parents guess, or you can take turns. Parents can sometimes make a mistake. For older children, you can include up to 10 things from your playbag. [Coach. Allow parents to play game with children while you walk around the group to observe and provide feedback so that all parents are playing well with their children.]

Closing Activity 5. Group song and homework (5 minutes)

[Point to the 5 message poster]

One of the illustrations on this poster shows the message we talked about today: **PLAY**.

What else can parents do to make children strong, healthy and smart? [ALLOW THE PARENTS TO ANSWER. THEN READ PARENTS THE 5 MAIN MESSAGES ON THE POSTER]

6. **Love:** Parents show love and respect, not harshness.
7. **Talk:** Parents watch and listen to the child'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 our hands: love, talk, play, wash, food.

Let's now sing our group song about **PLAY**. Encourage your child to sing and clap, and to join in with the words they know. Children like music and enjoy the sound of their parents singing. Music also exercises a new part of your child's brain. [SING SONG]

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing. After song,

Please applaud what you and your child can do together.

For homework, let us spend 15 minutes each day for playing with our children focusing on using responsive play. Find a regular time during each day when you can play with your child any game you both enjoy, and where you can read his/her signals and respond. Remember add something to the playbag, play a game, do two-way talk and show love and respect every day. Check on your buddies to make sure they too find a regular time each day for playing with their child.

Play meetings between buddies are a great way for mothers to support each other and learn from each other how to do responsive play. Could buddies arrange for play meetings between this session and the next to practice together? Let's arrange for play meetings and report back next session how these went.

Thank you for your active participation today. Please everyone make sure the group leader recorded your attendance so you are recognized for attending today.

[End of Session 13]

SESSION 14. Practicing Responsive Language

Preparation

Materials:

- Signed 5 message poster
- Books with pictures to practice dialogic reading with children that mothers can take home with them
- Playbag of materials

Information for CHV to read ahead of the session:

Responsive talk helps children develop language skills. A responsive conversation is one where the caregiver responds to the child verbally, timely (here and now), and appropriately. Responsive reading using picture books prepares children for literacy by improving their vocabulary, their language, and their love of books. Please give one book per family to take home at the end of this session. Buddies should not have the same books, so that they can share among themselves. Parents do not need to read the words on each page. It is best if they do not read but instead tell the story in a manner that fits the child's age and understanding. Telling the story means that they talk responsively with their child about pictures on the page: ask the child to point to something on the page, then parents put that into words by describing the object and its color and what it does. Parents have learned how to do this in earlier Sessions. They should use the same strategy with the books. Eventually, if they want, parents can tell the whole story to their child. They can tell the story again and again on many occasions. When the child is older, some parents may want to read the story or have another family member read the story to their child while stopping to talk with the child about what is in the pictures. Some children may want to sit for a long time and hear the story; other children may sit for only a short time and then return later for more story telling.

Responsive interactions include:

- **Read** the child's verbal and nonverbal signs to understand the child's point of view and ability. Some signs include sounds, words, gestures that suggest a child's willingness to communicate or not. It is important to understand signals related to negative emotions (fear, sadness) in addition to positive ones (happiness, joy, pride).
- **Respond** to the child's signals adequately and timely. The caregiver should respond "here and now" while the interaction is happening, and the response needs to be related to the signal. The goal should be an effective and respectful two-way interaction.

Objectives:

By the end of the session, the parents will have:

- Learned the characteristics of responsive communication with the child
- Practiced two-way responsive reading and how to implement it at home with the child.

Duration: 1 – 1.5 hours

SESSION 14. Responsive Language

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask the group leader to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, mothers. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.] **Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice responsive play for 15 minutes each day with your child. Who played with their child yesterday? What did you play and how did your child feel about the play?** [Allow many parents to answer one at a time.]
- **What other games did people play with children that we learned in the previous sessions?** Remind if necessary: sticks; ball; cloth; hide, shapes
- **Who engaged in two-way talk about a picture? Tell us more about what happened.**
- **Who added something new to the play bag? Please show us what you added.**

[ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

- **Did anyone have a play meeting with their buddy to practice responsive play together? How did this go?** [ALLOW RESPONSE]
- **Who was able to teach one family member about what they learned last time? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]

Thank you for sharing your experiences.

Purpose

Today we will practice more two-way responsive story telling with our children and do this with picture books so you can continue responsive story telling at home.

Activity 1. Responsive Two-way Reading (30 minutes)

Distribute the books for this first activity.

For this first activity, please arrange yourselves in a circle with your child sitting on your lap or in between your legs. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

Now I am going to give each of you a book with different types of pictures that you can use to tell stories to your child. These are books for you and your child to keep [Give one book to each mother].

There are different titles, and we hope that families can swap books so that parents and children can enjoy multiple stories and pictures. Buddies should take different books so you can later swap. You can read the text in the stories, or you can just create your own stories based on the pictures.

CHV: Please demonstrate to parents who are now holding the book and seated with children, while saying aloud the following instructions:

I am going to show you how you can talk with your children about the books. Then you can do it with your child. Say to parents as you hold up the book cover.

- **Look at the picture on the front cover of my book. What do you see here?** [Allow parents to respond. Put into words using full sentences and adding descriptors.]
- **What else do you see?** [Get more responses about the cover from parents. Add onto what they say with full sentences and more detail. Talk about all the things you see on the cover, their colour, their activities. Do not read the words on the page.]
- [Open the book to page 1 and talk about what you see on the first page, putting parents' words into full sentences.] **Let's talk about what we see here. What do you see here?** [Continue to get responses of what people see on Page 1, building on what interests them.]
- Remind parents: **You already learned this technique when talking to your children about pictures. It is the same here. Your children are too young to hear this story from cover to cover. They want to have a 2-way conversation with you about the story pictures. When they want to stop talking about pictures, allow them to go play with the play bag material, and come back to the story at another time.**

[THEN ALLOW PARENTS TO PRACTICE RESPONSIVE READING WITH THE BOOKS FOR UP TO 15 MINUTES. CHV SHOULD WALK AROUND THE GROUP TO OBSERVE AND OFFER FEEDBACK TO ALL PARENTS ON THEIR TECHNIQUE, PRAISING GOOD PRACTICES WHILE CORRECTING NEGATIVE ONES. A LIST OF GOOD PRACTICES FOR RESPONSIVE READING ARE LAID OUT IN ACTIVITY 2 and 3 BELOW.]

Activity 2. Understanding Responsive Reading or Story-Telling (15 minutes)

After parents practice in activity 1, gather the group for a question and answer group discussion. Questions are in black and examples of good answers in red.

Q: How often should we read or tell stories to our children? [ALLOW 2-3 PARENTS TO ANSWER THEN SUMMARIZE WITH ANSWER BELOW]

A: Parents should read or tell stories to their children every day, even if is just for 10-15 minutes. This will help your children to develop their language, vocabulary and ability to communicate, and it will help their brains grow.

Q: What can I read to my child? [ALLOW 2-3 PARENTS TO ANSWER]

A: You can tell stories from books or pictures. You can look at pictures from

magazines, calendars and cards; you can draw pictures. All kinds of pictures, including your new books from today's session.

Q: Why can't we just read the book from cover to cover? [ALLOW 1 PARENT TO ANSWER]

A: The story is too difficult for children of this age. The story is interesting but can be made more appropriate to the child's age if it is told (rather than read). When your child becomes older (i.e., 3 or 4 years), then you can read the book from cover to cover.

Q: Can my child draw in the books?

A: No. Books are precious and they should not be defaced. Other people will want to look at these books. Also, children need to learn the important rule about protecting books.

Q: Where can we get more books? [ALLOW 2-3 PARENTS TO ANSWER]

A: First, we expect that you will share with each other. Let's set up a system to share books with each other. Buddies can first share books with each other and then share with other families as well.

Activity 3: More Dialogic Reading in Practice (30 minutes)

In this activity, CHV will encourage parents to engage in responsive story telling with the books.

Parents, please look at the storybook with your child and practice these techniques so that you and your child enjoy story telling together. First, I am going to remind you of the way to read these books with your children. [State the 6 bulleted guidelines, below.]

How to read books with your children

- Do not read the book from cover to cover. Rather, tell the storybook using your own words.
- 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.
- Be careful how you turn the pages. Don't squeeze the corner; lift it.

ALLOW PARENTS MORE TIME TO PRACTICE READING WHILE THE CHV PROVIDES FEEDBACK ON THEIR TECHNIQUE AND DEMONSTRATES AS NEEDED, PRAISING GOOD PRACTICES. They can look at whatever pages they want with their child.

Advise parents on where to keep the book. It should be available, but in a safe place.

There are 3 rules for how to protect books so they don't get lost or damaged:

1. Keep it in a safe place where the child can see it and ask to look at it.
2. Its use should be supervised by an adult or an older child.
3. It should be kept at home, not taken away from the home.

Closing Activity 4. Group song, Messages and Homework

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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.**

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For the next session, please don't forget to bring your books because we will continue practicing two-way reading with them! I would also like you to practice teaching one family member what you have learned today about the importance of storytelling and reading to your child and listening to them.

For homework, please practice reading to your child for 10-15 minutes every day using your new book. BRING the book to the next session so we can do more reading. Do not forget to add a new play item to your child's playbag; and support your child to play games every day.

See you next time.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates.

[END of Session 14]

SESSION 15. Responsive Play and Talk

Preparation

Materials:

- Signed 5 message poster
- Books with pictures to practice dialogic reading with children (encourage mothers to bring back from session 14)
- Playbag of materials

Information for CHV to read ahead of the session:

- This session is devoted to helping parents further practice responsive talk and responsive play and to help them brainstorm ways to overcome any barriers that may interfere
- Getting parents to adopt the daily habit of responsive talk and responsive play interactions with their children will help their children's development
- As children get older, they continue to need responsive interactions with parents: responsive play, responsive talk, responsive reading, and responsive discipline.
- Although they will be able to play more on their own, they need challenging play materials for their age-group. They will still want to have parents play 2-way games with them.
- Parents must continue to add new play materials to the child's playbag. Something that has been there for 2 months may be too easy for the child and no longer novel.
- Parents must talk frequently with their child: parents show that they are ready to attend to the child by asking a question, by listening to the child, and answering in a way that shows they were listening. Stay on the child's topic of interest.
- Parents should also show responsive discipline. Let the child know what the rules are ahead of time and then if the child does something you don't like, say what you did not like and say not to do it again.

To review, responsive interactions include:

- **Read** the child's verbal and nonverbal signs to understand the child's point of view.
- **Respond** to the child's signals adequately and timely. The goal should be an effective and respectful two-way interaction.

Objectives:

By the end of the session, the parents will have:

- Practiced ways to respond to verbal and non-verbal signals.
- Practiced two-way responsive play and responsive reading and how to implement it at home with the child.

Duration: 1 – 1.5 hours

SESSION 15. Responsive Play and Talk

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask your group leader to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, mothers. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to practice responsive talk with your child every day using your new books as handouts. Who was able to do this? What happened? What did you read? What did you talk about? What did your child say or do with the book? And how did you respond?** [ASK FOR EXPERIENCES OF AT LEAST 6 MOTHERS.]
- **Did anyone teach a family member how to practice two-way active reading to their children? What happened?** [ASK FOR EXPERIENCE OF AT LEAST 2 MOTHERS.]
- **Did anyone practice with their buddy or support their buddy in two-way reading?** [ALLOW RESPONSE]

Thank you for sharing your experiences.

Purpose

Today's session will be devoted to more practice on responsive play and responsive reading using our new books, as well as to work as a group to solve any problems we may be having implementing these practices at home.

Activity 1. Responsive two-way reading with your child (20 minutes)

Mothers will need their new books for this first activity.

We will start today with more practice at two-way reading to our children today using our new books from last session. Please arrange yourselves in a circle with your child sitting on your lap or in between your legs. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

You may keep the book you have, or swap with your buddy or a neighbor who has a different book title if you want a new story.

Please open your books and again practice responsive reading to your child. You can read the text in the stories, or you can just create your own stories based on the pictures.

Remember what we learned and practiced last session:

- Read your child's signals of interest in the story,
 - How do children show you that they are interested in looking at pictures or books with you? [ALLOW RESPONSE]
 - Answer: They fetch the book and bring it to you. They point to pictures. They make sounds or say words about the pictures.
- Respond to those signals appropriately to form a two-way dialogue.
 - How do you respond to those signals of child's interest? How do you conduct a two-way dialogue? [ALLOW RESPONSE]
 - Answer: You provide the names of things the child points to using a sentence, such as "You are pointing to the green tree. We have a tree near our home. Do you like trees?" "What else do you see?"
- Ask your child open-ended questions about the story such as "who do you see here?," "where are they going?" and "what else can you see in the picture?".
 - You do not want to be a teacher testing a child. Do not point to something and ask "What is this?" It is better to ask your child to point to or say what he/she sees, "What do you see?" or, "Who do you like in this story?" and then you can continue to talk about it.
- You can put their response into a sentence or build onto what they say.

[ENCOURAGE MOTHERS TO READ/SHOW BOOKS TO THEIR CHILDREN AND MAKE SURE ALL HAVE A BOOK. IF NOT, THEY MAY SHARE.]

Move around the group and praise the parents and children, encouraging them to engage with their children in story-telling. Provide special support to parents that are illiterate, encouraging them to tell stories to their children based on the pictures they see in the books.

Let parents and children do this activity for 15-20 minutes. If some parents are better than others at telling stories, point to a mother who is doing it well and explain why to the group.

- Parents, remember - read with your child EVERY DAY: books, newspapers, magazines, calendars, schoolwork, anything. Even just for a few minutes. We hope these new books are very useful for this.

Activity 2. Responsive two-way play with your child in free play (20 minutes)

For our next activity we are going to practice more responsive play with our children using items from their playbags and remembering some of the activities we have played in previous sessions. Is anyone missing a playbag? [MAKE SURE ALL CHILDREN HAVE AT LEAST ONE PLAY OBJECT. USE OBJECTS FROM YOUR OWN BAG IF NEEDED OR ENCOURAGE SHARING.]

During the previous sessions we have learned several games that parents can play with their children using objects from the playbags. Remind parents of the games they have learned, as described below. Remind them by giving the title of the game, e.g. Bottle caps and boxes; Sticks and Caps. Give the name and then ask mothers to raise their hand if their child plays that game. Don't give the full description unless people have forgotten. Then let children play a game.

1. Game 1: Bottle caps and boxes. Remember?

There are many things your child can do with the caps and boxes. See if the child can stack caps on top of each other to build a higher tower than before when they were younger. See what your child can make with the caps and boxes and you respond to their actions.

2. Game 2: Pushing or pulling an object. Remember this?

You can tie a piece of string/wool/rope to an object like a small block or box and let your child push or pull the box along with her. Children also like to pretend objects are other things – such as a box being a toy car. This is a great way to use imagination! What can your child do now with this game that they couldn't before?

3. Game 3: Sticks and caps. Remember?

Your child can make different shapes with sticks such as triangles and squares. When this is easy, You can make patterns with sticks and bottle caps and let your child copy you. Then let your child make a pattern and you copy what he or she made. Your child can make more complicated patterns now that they are older, with more sticks and caps.

4. Game 4: "What am I hiding?" game. Remember?

You lay four or five different objects on the ground between you and your child. Then tell your child to close their eyes or put their hands over their eyes and you take one of those objects and hold it behind your back. Tell your child to open their eyes and guess what you are hiding. Then let the child to hide an object and you guess. Continue playing taking turns who is hiding the object and who is guessing what it is. Maybe you can lay out 10 objects if you child has a good memory.

5. Game 5: Matching color cloths of different sizes. Remember?

Let your child match all the pieces of the same colour. Then the child can match pieces that are the same size – small pieces and large pieces. You can make this more challenging if you cut the cloth into shapes such as circles, triangles, and squares. Try big and small circles, big and small triangles, big and small triangles.

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[LET PARENTS AND CHILDREN PLAY FOR 20 MINUTES. MOVE AROUND THE GROUP AND WATCH THE CHILDREN. COACH. ENCOURAGE MOTHERS TO RESPOND TO CHILDREN'S CUES.]

Activity 3. Group promises. Show and Tell about your Child's Play (10 minutes)

The purpose of this activity is to have parents identify when they will arrange for their child to play during the day, and what their child will play with. Children may continue to play next to their parent.

As we have said many times in our sessions, children need things to play with.

Over time, children need new playthings to keep their interest and help their brains grow. Our children are now older than when our sessions first started. Who has put something new into your play bags since our program began? [ALLOW RESPONSE. PRAISE MOTHERS FOR UPDATING THEIR BAGS.]

Let us all make a promise to add something new to our bags for next session. Let's start with parents of the younger children...

[ASK PARENTS OF YOUNGER CHILDREN] **What will you put into the play-bag for your child before next session? Everyone should mention something different.** [LET ALL PARENTS OF YOUNGER KIDS RESPOND AND THEN SUMMARIZE GOOD IDEAS FOR PLAYTHINGS]

Now let's hear from parents of children who are older in our group. What will you promise to put into the play-bag for your child? [LET PARENTS OF OLDER KIDS RESPOND AND THEN SUMMARIZE GOOD IDEAS FOR PLAYTHINGS]

The CHV should list 10-12 different things to have in the child's playbag.

Encourage each of the parents to answer. If a parent of an older child mentions something that is better for younger children (for example, a bottle with stones to be used as a rattle), then you can show parents how to let the child put stones into the bottle one at a time and screw on the top; these children no longer need rattles. If a parent states something that is impossibly difficult for that age-group, for example, learning to read, then point out how to use the material in a more age-appropriate way, but don't expect the child to learn a preschool skill like reading yet. Explain that the same toy can be used for different things at different age groups. For example, blocks can be dumped out or put inside a bucket at a young age (6-12 months), and stacked or used to build with at an older age (12-18 months).

Now, all children need to play 2 or 3 times a day. What times of the day are best for you to allow time for your child to play? Can you make it 2 or 3 regular times each day? [DISCUSS]

You do not always need to play with your child when your child is playing, but someone needs to keep an eye on the child. Can husbands and wives support each other to make sure to make time for your child to play? Can your buddy help to make sure that you each make time for your child to play? [ALLOW GROUP BRAINSTORMING]

Let parents say the times of the day and who will be at home to supervise. Tell them to arrange with their buddies to check on each other's commitment to this schedule. They should be specific about each.

Supervising means that you can keep an eye on them. Keeping an eye does not mean playing with them. However, children learn more if they are also engaging with an adult in two-way talk while playing – this is responsive play, which helps their brains to grow faster.

Activity 4. Common problems to solve and discuss on responsive talk and play (20 minutes)

CHV asks Questions and allows parents to answer. After parents answer, then CHV repeats the good answer.

Here are questions often asked by parents regarding child talk and play. Together we can come up with some good answers.

- 1. My child plays only a short time and then starts to cry for me. How can I keep him playing while I do my work?** [LISTEN TO RESPONSES]

Ask yourself why the child is crying. There are many reasons. The child may be worried that you are too far away, so talk to him/her or call out if you are working at a distance. Children want to touch or see or hear parents. Hug the child and state that you are working and he/she should play on their own; assure the child that you will come back soon. The child may cry if he/she is bored, and needs another toy to play with. Encourage your child to talk to you while you are working, rather than crying.

- 2. I am busy with my job and chores. How can I find time to play with my children?** [ALLOW GROUP DISCUSSION]

Most of the time, your children can play on their own if you give them things to play with. They can also play with other children or another adult such as fathers. You do not have to play with children but they need your attention and your conversation. So find a time when you can work while you are sitting or standing near your child. Talk to your child about what he/she is playing. Show interest, and talk.

3. How can we engage in two-way reading or play with our child if they don't talk? [LISTEN TO RESPONSES]

A: We can interpret their sounds and gestures to see what interests them and then talk about that. We can ask them "what," "where," and "who" questions about the story we are reading or about the game they are playing. We can respond to their cues with words in sentences or questions. We can make up stories with lots of words.

4. What if you have one book or one set of pictures and you have finished telling that story? How can you tell more stories with the same pictures? [LISTEN TO RESPONSES]

One way is to tell the same story, but adding new words 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?"

5. What are the no-cost things that children can play with at home? See how many we can name. [ALLOW PARENTS TO BRAINSTORM. See the list of playthings from Activity 3]

Closing Activity 5. Group song, Messages and Homework (5 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

Let us look one more time at what these are the parents doing 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.**

Let's now sing our group song to close for today.

Ask all the mothers to form a circle. Clap and sing a well-known local song adapted for the 5 messages with funny movements. Involve all parents in singing.

For homework, I would like you to continue practicing reading to your child every day for at least 15 minutes using your new book. Please swap books with your buddy or a neighbor who has a different title so you want to try a new one. Also, let's add one new plaything to your child's play bag as you have committed to doing today and to teach one family member what you have learned today. Come back to our next session ready to share your experiences. Next session will be our final one. See you next time.

Thank you. Please make sure your attendance was recorded by the group leader so you are recognized for your attendance for the certificates.

[END of Session 15]

SESSION 16G. Closing Group Review Session

Preparation

Materials:

- Signed 5 message poster
- Playbag of materials
- Certificates for participants (larger ones for those who attended 12 or more sessions)

Information for CHV to read ahead of the session:

- This is the last Msingi Bora group session
- As with other review sessions, we will review the 5 main messages of the program. You as a CHV will lead a group discussion of barriers to implementing the 5 main messages and help parents develop solutions to overcome those barriers to continue the practices into the future
- The CHV will also facilitate one more practice session of responsive two-way reading using the books from session 14
- You will hand out certificates of completion to parent participants

To review, responsive interactions include:

- **Read** the child's verbal and nonverbal signs to understand the child's point of view.
- **Respond** to the child's signals adequately and timely. The goal should be an effective and respectful two-way interaction.

Objectives:

By the end of the session, the parents will have:

- Practiced two-way responsive reading/story-telling
- Problem-solved as a group on any barriers to implementing the 5 main messages of the program
- Received certificates recognizing their participation in the program

Duration: 1 – 1.5 hours

SESSION 16G. Closing Group Review Session

Welcome, Review Homework and Buddy Attendance (10 minutes)

Ask your assistant to take attendance and to distribute soaps to parents who arrive within 30 minutes of scheduled start time.

- **Welcome, parents. Thank you for coming today. Is everyone's buddy present?** [IF NO, ASK IF THEY KNOW WHERE THEIR BUDDY IS. ENCOURAGE BUDDIES TO HELP EACH OTHER ATTEND EACH SESSION.]
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to read to your child every day using your new book and to add one more play item to your play bags.**
- **Who was able to do this? What happened?** [ASK FOR EXPERIENCES OF AT LEAST 3 MOTHERS.]
- **Did anybody meet with their buddy to exchange books so you can read new books to children?** [ALLOW RESPONSE]

Thank you for sharing your experiences. Buddies, please continue to support each other in adopting and practicing these new behaviors, even as our program ends – buddies and communities can still support one another!

Purpose

Today we will review what we have learned in our Msingi Bora program over the previous sessions. We will also discuss what parents are doing at home to put into practice the 5 messages of our program, and to help come up with solutions to any problems we may be having to implement the new practices.

First, let's start with more time to practice two-way reading with children using our new books.

Activity 1: Responsive Two-way Reading in Practice (20 minutes)

In this activity, we will use the books with pictures and stories given to parents in session 14 to have more practice with responsive two-way reading with children.

Parents, please arrange yourselves in a circle with your child on your lap or beside you. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

We will once again practice responsive two-way reading to your child using your new book. You can swap books with a neighbor if you want a new story to practice. You can read the text in the stories, or just create your own stories based on the pictures. Remember as you read:

- **Read your child's signals:** If the child is reading a story or looking at an image, make comments or ask questions about their interest. Asking open-ended questions such as "who," "what" and "how" questions can help get your child to respond.
- **FOLLOW-UP THE CHILD'S RESPONSES WITH MORE QUESTIONS.** The goal is to build a two-way dialogue with the child, using the story.

- **MAKE IT A LOVING MOMENT:** Get physically close to your child while you are reading so that he or she associates reading with pleasure.
- **MAKE IT A PLAYFUL AND HAPPY MOMENT:** It is important to be enthusiastic with the tone of your voice and expressions, be playful and have fun.

[ALLOW PARENTS TO READ TO 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]

PARENTS, REMEMBER TO READ WITH YOUR CHILD EVERY DAY FOR AT LEAST 10-15 MINUTES: books, newspapers, magazines, calendars, schoolwork, anything. We hope these new books continue to be useful as your children grow. There are many stories you can tell using these books!

Activity 2. Review of the 5 main messages (30 minutes)

Parents, now please let your children 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP 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.

1. Let's start with **Love and Respect**. Please tell us how you practice this one in your households. [ALLOW GROUP DISCUSSION. SUMMARIZE.]

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

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.]

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

Are there things that make it difficult to talk or sing or tell stories to your child? 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.]

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

4. 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 DISCUSSION. 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.]

5. 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.]

Activity 3. Public Commitment to Continue the Behaviors (5 minutes)

As we have discussed in our sessions, changing practices is difficult. We all need to support each other as buddies to help us continue with these practices as our children grow, even as our program ends.

Just like we did at our first session, I want us all commit to spending 15 minutes each day practicing these new practices with our children. Everyone please stand and hold up your right hand and repeat after me. We will repeat the pledge we made in our first session to end our program. [You will say one sentence at a time, letting parents repeat each sentence in turn.]

- I want to be the best parent I can be. [WAIT FOR PARENTS TO REPEAT]
- I want my child to have the best possible future. [WAIT FOR PARENTS TO REPEAT]

- **With love, talk, play, wash, and food,** [WAIT FOR PARENTS TO REPEAT]
- **Together, we can build a bright future for our children.** [WAIT FOR PARENTS TO REPEAT]

Please continue to support each other and your children in these new practices.

Activity 4. Delivery of Certificates (15 minutes)

Our program Msingi Bora is coming to an end. But before we finish, we would like to reward parents that showed high attendance to our program. In session 1, we said that those attending at least 12 of the 16 sessions would receive a certificate of completion to display in your homes. Now it's time to reward all of you that completed the program with this certificate. When you hear your name, please come forward to receive your certificate. Everyone gets a certificate today, but those with high attendance get a special kind in recognition of their efforts.

Start calling parents that completed the course and deliver certificates of completion (big certificate).

Let's give our high performers a round of applause. [ALLOW CLAPPING]

Now, we understand that some parents did not attend at least 12 or more sessions, but still came to some sessions. We would like to give those parents a certificate of participation as well. When you hear your name, please come forward.

Start calling parents that completed the course and deliver certificates of participation (small certificate). Ask for applause for them.

Closing Activity 5. Group song, Messages and Homework (10 minutes)

Gather the group for a closing activity. Have the signed poster that illustrates the messages ready to show to the group.

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.

Even as our program ends here today, these behaviors and these messages remain very important. Buddies can 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 have learned in the past sessions to close Msingi Bora.

Ask all the mothers to form a circle. 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 Session 16G]

SESSION 16H. Closing Home Review Session

Preparation

Materials:

- Signed 5 message poster
- Playbag of materials
- Certificates for participants (larger ones for those who attended 12 or more sessions)

Information for CHV to read ahead of the session:

- This is the last Msingi Bora session
- As with other review sessions, we will review the 5 main messages of the program. You as a CHV will lead a discussion of barriers to implementing the 5 main messages and help parents develop solutions to overcome those barriers to continue the practices into the future
- The CHV will also facilitate one more practice session of responsive two-way reading using the books from session 14
- You will hand out certificates of completion to parent participants

To review, responsive interactions include:

- **Read** the child's verbal and nonverbal signs to understand the child's point of view.
- **Respond** to the child's signals adequately and timely. The goal should be an effective and respectful two-way interaction.

Objectives:

By the end of the session, the parents will have:

- Practiced two-way responsive reading/story-telling
- Problem-solved as a group on any barriers to implementing the 5 main messages of the program
- Received certificates recognizing their participation in the program

Duration: 1 – 1.5 hours

SESSION 16H. Closing Home Review Session

Welcome and Review Homework (10 minutes)

Distribute soap to parents at start of home visit.

- **Welcome. Thank you for having me in your home today.**
- **Today we will begin by reviewing our homework from last session. Remember, I had asked you to read to your child every day using your new book and to add one more play item to your play bags.**
- **Were you able to do this? What happened?** [ALLOW RESPONSE.]
- **Did you meet with your buddy to exchange books so you can read new books to children?** [ALLOW RESPONSE]

Thank you for sharing your experiences. Please continue to support your buddy in adopting and practicing these new behaviors, even as our program ends – buddies and communities can still support one another!

Purpose

Today we will review what we have learned in our Msingi Bora program over the previous sessions. We will also discuss what you are doing at home to put into practice the 5 messages of our program, and to help come up with solutions to any problems you may be having to implement the new practices.

First, let's start with more time to practice two-way reading with your child using our new books.

Activity 1: Responsive Two-way Reading in Practice (20 minutes)

In this activity, we will use the books with pictures and stories given to parents in session 14 to have more practice with responsive two-way reading with children.

Please sit with your child on your lap or beside you. [ALLOW MOTHERS AND CHILDREN TO ARRANGE SELVES]

Practice responsive two-way reading to your child using your new book. You can swap books with a neighbor if you want a new story to practice. You can read the text in the stories, or just create your own stories based on the pictures.

[ALLOW PARENTS TO READ TO 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.]

This next set of guidance is to be said only if the mother needs coaching.

Remember as you read:

- **Read your child's signals: If the child is reading a story or looking at an image, make comments or ask questions about their interest. Asking open-ended questions such as "who," "what" and "how" questions can help get your child to respond.**

- **FOLLOW-UP THE CHILD’S RESPONSES WITH MORE QUESTIONS.** The goal is to build a two-way dialogue with the child, using the story.
- **MAKE IT A LOVING MOMENT:** Get physically close to your child while you are reading so that he or she associates reading with pleasure.
- **MAKE IT A PLAYFUL AND HAPPY MOMENT:** It is important to be enthusiastic with the tone of your voice and expressions, be playful and have fun.

[AFTER THE READING ACTIVITY, SAY]

REMEMBER TO READ WITH YOUR CHILD EVERY DAY FOR AT LEAST 10-15 MINUTES: books, newspapers, magazines, calendars, schoolwork, anything. We hope these new books continue to be useful as your children grow. There are many stories you can tell using these books!

Activity 2. Review of the 5 main messages (30 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 your posters? [WAIT FOR PARENTS TO GIVE AS MANY RESPONSES AS THEY CAN AND TO BE SPECIFIC WITH ACTIONS. AFTER GROUP IS FINISHED, SHOW THE POSTER]

[SAY THOSE MESSAGES NOT ALREADY MENTIONED]

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1. 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.]

2. 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.]

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3. 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.]

4. 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.]

5. 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.]

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- I want to be the best parent I can be. [WAIT FOR PARENTS TO REPEAT]
- I want my child to have the best possible future. [WAIT FOR PARENTS TO REPEAT]

- **With love, talk, play, wash, and food,** [WAIT FOR PARENTS TO REPEAT]
- **Together, we can build a bright future for our children.** [WAIT FOR PARENTS TO REPEAT]

Please continue to support each other and your children in these new practices.

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Deliver certificates of completion if mothers had good attendance (big certificate), or certificate of participation (small certificate) otherwise..

Let's give you a round of applause. [ALLOW CLAPPING]

Closing Activity 5. Group song, Messages and Homework (10 minutes)

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

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

Clap and sing 2-3 songs that were adapted for the 5 messages.

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 Session 16H]