

Vanuatu Parent Support Program Caregiver Workshop Guidance

CAREGIVER WORKSHOPS GUIDANCE

Goal of Caregiver Workshops: Increase primary caregivers' knowledge and practice of simple activities to support their baby and young child's early growth and development through good nutrition, health, protection, playful early learning and responsive care.

What will the Workshops do? The Workshops will let caregivers learn and practice different ideas and activities about how they can support their children's early learning, communication, social-emotional and physical development through play and responsive care as well as good health and nutrition practices. Activities require limited if any resources and are developed so that they can easily be done with the child throughout a caregiver's busy day.

Number, duration and frequency of Workshops: 11 core Workshops of 60-75 minutes duration. Workshops should be where possible weekly or every 2 weeks.

Location of caregiver Workshops: to be jointly decided upon by caregivers and facilitators

Facilitators: IDEALLY 2 facilitators for each Workshop (1 to facilitate the Workshops and 1 to be responsible for the children)

Target audience of Workshops: Primary caregivers.

Babies and children under 3 should where possible accompany their caregivers. Caregivers will practice the activities and ideas introduced in the Workshops with their babies and children.

If the caregiver group is diverse and dynamics are challenging; consideration may be given to separate Workshops for different primary caregiver groups **OR** grouping caregivers according to their groups for discussion sections e.g. male caregivers together.

Number of caregivers in a Workshop: 10-15 caregivers and their children.

Materials and resources required:

- Mat for children/babies and caregivers to sit on to practice activities.
- This manual – the caregiver Workshop guidance
- The Parent Support Program Handbook

- Flipchart/posters for each Workshop (step 4) – OPTIONAL should budget be insufficient.
- Activity cards/handouts - OPTIONAL should budget be insufficient
- Picture books (if available - can be handmade) AND home-made toys
- Attendance register
- Specific resources for Workshops can be seen in the table below.

Workshop structure: Each Workshop has six steps, which should be followed in sequence.

STEPS OF WORKSHOP		
Step 1	Welcome and song	5 minutes
Step 2	Review/Group reflection	5 minutes
Step 3	Discussion about current practices	15 minutes
Step 4	Try it out	25 minutes
Step 5	Reading and playing	5 minutes
Step 6	Close/reflection	5 minutes

Objectives and key messages: Each Workshop has objectives and key messages.

Objectives relate to what a caregiver should know and what they should be able to do by the end of the Workshop.

Key messages accompany these objectives and are specific statements clearly showing what caregivers should do.

Workshop objectives and key messages

WORKSHOP TITLE	OBJECTIVES	KEY MESSAGES	SPECIFIC RESOURCES REQUIRED
Workshop 1: A Good Start in Life: Nurturing Care	<p>KNOW: Caregivers know what PSP is and what they will gain from attending Workshops</p> <p>KNOW: Caregivers know and reflect on their role in providing nurturing care to their children</p> <p>KNOW: Caregivers understand that play is a learning opportunity for children.</p> <p>DO: Caregivers use everyday items from around the house to play with their child</p>	<ol style="list-style-type: none"> 1. Use cups, pots, pans, and bottles and other objects found in and around your house to play with your child. 2. Play is one way to help children learn, problem solve, and grow. 3. Everyone in the household can play with babies and young children 4. In order for a child to develop well they need good health, good nutrition, protection from harm, opportunities to learn through play from birth and a caring and loving caregiver who responds to their needs 	<p>Materials for Playing with cups games</p> <p>9-11 Stackable metal or plastic cups with no handles.</p> <p>Step 4: Games 1-4</p>
Workshop 2: Strong beginnings: Caring for the caregiver during pregnancy and after birth	<p>KNOW: Understands that all caregivers experience challenges in bringing up young children</p> <p>KNOW: Recognize the importance of the mother's health and nutrition to her baby's healthy growth and development</p> <p>KNOW: Understand more about the development of the unborn child in the womb and how to protect the foetus</p> <p>DO: Identifies specific strategies to support self-care and wellbeing</p> <p>DO: Identify specific strategies and activities to support development of the unborn baby</p>	<ol style="list-style-type: none"> 1. Being a parent is hard for everyone, care for yourself to better care for your children 2. Ask for help from family members, friends and others when needed. This will keep you and your family happy. 3. Identify and use ways to manage stress that work for you. 4. Have good balanced nutrition and exercise to keep healthy 	None
Workshop 3: Brain Development: Building the Brain through Play	<p>KNOW: Caregivers understand that baby's brains are built through every day interactions and play</p> <p>KNOW: Caregivers convinced of the important contributions they can make to support their children's healthy brain development and feel motivated to take action</p> <p>KNOW: Caregivers understand that play using everyday objects can occur at the same time as doing daily chores/routines</p>	<ol style="list-style-type: none"> 1. Play games, like pretend play, while doing chores to help your child develop language and thinking skills. 2. Give your baby and young child objects of different colours, textures/feel and sounds to play with. 3. Use cups, pots, pans, bottles and other objects found in and around the house to play with your child. 	<p>Playing with household items</p> <p>Cups, spoons, bowls, plates etc. (non-breakable)</p> <p>Step 4</p> <p>Game 1: All items</p> <p>Game 2: Bowls and/or cups</p>

	DO: Use objects from in and around the house that are brightly coloured, have different textures and sounds as toys for play		Game 3: spoons, pans, bowls Game 4: Paper or metal plate
Workshop 4: Parent-Child Interactions	KNOW: Caregivers know how bonding with infants and toddlers promotes their brain development DO: Caregivers will be able to use simple, everyday activities such as holding, talking and singing to form strong attachments with infants and toddlers.	1. Your baby's brain grows every time you touch, hold, or respond to them in a positive way. 2. Holding, touching and responding to a baby or young boy and girl's needs in a positive way builds trust. Babies must trust to learn and explore. 3. Mothers, fathers and grandparents can all respond to the child's needs; this helps the child feel loved, safe and protected.	
Workshop 5: Language, Story Telling and Reading to your Children	KNOW: Understand more about children's language development and the importance of talking, singing and telling stories with their young children KNOW: Understands that using books and talking about pictures should start from birth to develop a child's oral language DO: Use books and pictures to build language skills in children	1. Read and tell stories to your baby and young child. This helps them to listen, learn and say new words. 2. Young children are learning so many words every day. The more words they hear, the more they learn even when an infant is not yet speaking. 3. Talking by pointing and naming things builds your child's language.	Reading and storytelling Food containers and/or water bottles with pictures on labels, pictures from newspapers, magazines and/or posters Step 4: Games 1-4
Workshop 6: Play and Learning	KNOW: Caregivers understand that play is how children learn and that children are born ready to learn KNOW: Caregivers understands that repeating games and words supports a child's brain development DO: Caregivers will be able to practice games that repeat actions or words	1. Repeat games and words again and again with your baby and young child to help them learn and develop 2. Through play children learn that things are still there even though they can't see them. 3. Through play children learn to listen to cues to problem solve.	Playing games with a cloth One cloth for every other child (size of thin scarf) Other cloths/rags of different

			textures brought by caregiver Step 4: Game 1-4
Workshop 7: Healthy Nutrition	<p>KNOW: Understand the importance of good nutrition to brain development, body growth and health of babies and young children</p> <p>KNOW: Increase their practical knowledge of important foods to include and avoid in their children’s diet</p> <p>DO: Identify affordable nutritious and locally available foods that for pregnant mothers and babies</p> <p>DO: Put into practice the knowledge on nutrition in breastfeeding and complementary feeding of the baby/young child</p> <p>DO: Use feeding and mealtimes as opportunities for interaction with their children</p>	<ol style="list-style-type: none"> 1. Breast milk is the best food for babies and the only food or drink baby needs for the first 6 months – no other food or drink, not even water is needed during this time. 2. From the age of six months to two years, children need to be fed 5 or 6 times a day with a variety of foods along with continued breastfeeding. 3. If a baby or child has difficulty feeding, take the extra time needed (some disabled children have feeding difficulties) and if needed visit the health facility to seek advice. 4. Talk with your babies and young children while they are feeding. It is a great opportunity to support their sense of security, wellbeing and language development at the same time as their healthy growth 	
Workshop 8 WASH (Water, Sanitation and Hygiene)	<p>KNOW: Understand more about the most common diseases and conditions related to unclean water and lack of hygiene that threaten babies’ and children’s health, including causes and preventions.</p> <p>KNOW: Understand how handwashing can protect caregivers and children from COVID19 and other diseases</p> <p>DO: Identify strategies for improving hygiene and sanitation at home</p> <p>DO: Playful teach about child handwashing through games</p>	<ol style="list-style-type: none"> 1. Parents and caregivers must always act as good hygiene role models. Lead by example and wash your hands at all critical times 2. Many common diseases facing children are preventable with the easy and low-cost action of handwashing, Handwashing with soap and clean water reduces the risk of many diseases and child stunting. 3. Young children are more vulnerable than any other age group to the harmful effects of unsafe water, poor sanitation, animal-borne diseases and poor hygiene 4. Caregivers should help children develop good habits of proper handwashing practice before eating and after using the toilet. 	None

Workshop 9: Child Protection: Keeping Children Safe from accidents	<p>KNOW: Caregivers understand possible accidents that could occur in the home and community</p> <p>DO: Reduces the risk of accidents to child in and around the home</p>	<ol style="list-style-type: none"> 1. You or another adult should always be looking after your baby or young child. 2. Talk to all caregivers about how to prevent accidents in and around the home. For example, babies can choke on anything smaller than their palm. 3. Talk and show your child danger in and around the house e.g., don't touch, it's hot! 	None
Workshop 10: Values: Raising Caring & Moral Children	<p>KNOW: Caregivers understand the importance of reacting calmly to a child's challenging behaviour</p> <p>KNOW: Caregivers understand more about the damaging effects of physical punishment and verbal abuse and the fact that there are alternatives which work better for both the child and the parent</p> <p>DO: Caregivers identify and practice specific calming and soothing strategies that work with the child</p> <p>DO: Caregivers identify strategies to guide their young children's behavior using positive discipline approaches which help their child understand the situation and want to behave appropriately.</p>	<ol style="list-style-type: none"> 1. Help your child calm down or feel safe by using non-violent ways like a soothing voice, hugging them and remaining calm 2. Talk with your baby/young child about how you and they feel. This helps the child learn to manage their feelings. 3. Redirect your child's behaviour in a positive way. This is how young children learn best 	BB Calming, soothing and positive discipline strategies
Workshop 11: Differences and Disability: Including Everyone	<p>KNOW: Caregivers understand more about the key ways they can support the development of children with disabilities</p> <p>KNOW: Caregivers are aware that the biggest problem facing children who are different is other people's attitudes</p> <p>DO: Be motivated to include children who are vulnerable in family and community life</p> <p>DO: Caregivers feel empathy for children who are different or vulnerable including those with disability</p>	<ol style="list-style-type: none"> 1. All children have the same rights and all children can learn 2. All children can learn and develop but activities, games and the environment should be modified to accommodate the needs of children with disability 3. Seek advice from health workers if you are worried or concerned about your child's development 	None

CAREGIVER WORKSHOPS

WORKSHOP 1 – A GOOD START IN LIFE: NURTURING CARE

Workshop Objectives

KNOW: Caregivers know what PSP is and what they will gain from attending Workshops

KNOW: Caregivers know and reflect on their role in providing nurturing care to their children

KNOW: Caregivers understand that play is a learning opportunity for children.

DO: Caregivers use everyday items from around the house to play with their child

Key Messages for Caregivers

1. In order for a child to develop well they need good health, good nutrition, protection from harm, opportunities to learn through play from birth and a caring and loving caregiver who responds to their needs
2. Use cups, pots, pans, and bottles and other objects found in and around your house to play with your child.
3. Play is one way to help children learn, problem solve and grow
Everyone in the household can play with babies and young children

Time for Workshop: 1 hour

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books, Mats for sitting.

Materials needed for this Workshop: 9-11 plastic or metal cups without handles that can be stacked together

How to prepare:

- Read PSP facilitators handbook and workshop guidance beforehand
- Set up the toy/reading area
- When caregivers arrive, invite them and their children to play and/or read

STEPS OF THE WORKSHOP

Step 1 – Welcome and song
(10 minutes)

- Say:** Welcome to **Workshop 1** of our Parent Support program! It's wonderful to see everyone here. Each time we meet we will learn how to help our babies and children be happy, healthy and smart. Remember you are your child's best teacher!
- Say:** In these Parent Support Program workshops we will be discussing our young children and how we can support their overall development. Because YOU are the MOST important people in the lives of your young children.
- Say:** It is YOU who provides the strong foundations. You provide for your children and help them grow up healthy and strong, safe and secure, confident, capable and caring. It is YOU as parents and caregivers who support your children to develop not only knowledge and skills, but also attitudes and values. These things are vital for them to interact effectively with their world and contribute to their families and society.
- Say:** What YOU do today, tomorrow and the coming days, weeks, months and years to support your children's overall development is more important than you may have ever imagined. You have the power to make a huge difference in your child's life.
- Say:** Each time we meet, we will not only talk about how we can help our children become happy and smart and learn 4 different activities/ games we can play with our babies and young children.
- Say:** Each Workshop will start with a song with actions. Now ask your child if they are ready to sing. Let's start. [choose a local song].
 - ① *Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. **Tell caregivers to follow their children's cues.***
 - ① *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.*
- Say: We are going to start the main discussion so the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together.**

Step 2 – Discussion about current practices.
(20 minutes)

1. **Say:** This Workshop will look at what our babies and children need to grow happy, healthy, and smart. We call this nurturing care. We will look at 5 important things that children need to grow happy, healthy and smart.
2. **Say:** We will also discuss how we can use everyday items from in and around the house as playthings for our babies and young children because playing is one of the things babies and young children need to grow happy, healthy and smart.
3. **Say:** Let's talk about the 5 important things that children need to be happy, healthy and smart. We call this nurturing care.
 - I will read a statement, if you **AGREE**, make a yes sign, if you **DISAGREE**, use a no sign
 - Use signs that are context specific e.g. thumbs up/down, stand up/sit down
4. **Say:** The first statement is: **The health and nutrition status of a mother has impact on the health of the baby.**
(invite answers)
 - **Ask:** 1 person who AGREED and 1 person who DISAGREED to explain.
 - **Say:** We know that the health and nutrition of the mother during pregnancy affects her unborn child. After birth, the mother's nutritional status affects her ability to breastfeed and provide nourishing care for her baby. There is so much valuable traditional knowledge about health and nutrition in our communities that we can apply so that our babies are health during pregnancy and after birth.
 - **Say:** Good nutrition and good health are among the 5 things that babies need to grow happy, healthy and smart. During this program we will have a chance to learn together on how to promote good health and nutrition for mothers and their babies during pregnancy and after birth.
5. **Ask:** The second statement is: **It is sometimes okay to let a child cry themselves quiet as long as they are fed and clean?**
(invite answers)
 - **Ask:** 1 person who AGREED and 1 person who DISAGREED to explain.
 - **Say:** When caregivers don't respond to children's cries by calming them down, it causes stress on the baby which destroys the baby's brain. When parents respond to baby's needs and cues such as crying, smiling and cooing it makes the baby feel safe and calm, and it helps the baby's brain to grow strong. One of the 5 things that baby's need is what we call responsive caregiving.
 - **Say:** Responsive caregiving is when a caregiver both male and female respond to the baby's needs and cues in a timely and appropriate manner with love. Responsive caregiving is also among the 5 things that children need to be happy, healthy, and smart. During this program we will learn together on how to notice and respond to our children's needs and cues.

6. The third statement is : **Babies are too small to learn**
- **Ask:** 1 person who **AGREED** and 1 person who **DISAGREED** to explain.
 - **Say:** Babies can learn! Babies begin to learn while in the womb. They learn about sounds even before birth. They can respond to sounds and noises from about 21 weeks in the womb. Immediately after birth children keep learning and the more parents play, talk and engage with them the more they learn. One of the 5 important things that children need is opportunities for learning. The opportunities for learning refer to actions such as playing, talking, singing to children that help babies and young children interact and learn from their environment. In this program we will learn together how to support our children to learn and become smart.
 - **Say:** So, in order for babies and children to be happy, healthy and smart, they need: **Good nutrition, Good health, responsive caregiving, opportunities for learning and also safety and protection.** Throughout this parent support program we will learn together how to put into practice these 5 things at home and for different ages of children.
 - **Say:** Today let is focus on the opportunities for learning.
 - **Say:** Babies learn through play. Babies and young children love to play because they are curious and want to learn new things and have fun. Their favourite things is to play with you and other caregivers. All children can play. Children with disabilities need parents to modify the play activities to suit them as we shall learn.
 - **Say:** Both male and female caregivers make wonderful play matters. Babies love to play with fathers, mothers, grandmothers, grand fathers and other caregivers in the home. This makes them feel loved and happy. Babies and young children can play with any safe, clean objects found in your house, for example cups.
7. **Say:** We will practice four games that use plastic or metal cups and can be done with different ages of babies and children. **Always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child.**

Step 4 – Try It Out
(25 minutes)

Game 1 (birth onwards)

1. **Say:** This game is called “**Tap, tap, tap**”.
- ① **Demonstrate** to a caregiver with a baby. **Tap 2 cups together lightly, moving slowly from right to left, and back again.** Encourage the baby to follow the object with their eyes. For small babies this takes a lot of effort.
 - ① **Invite the caregiver to practice with their child.** *Support caregivers.*

① **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**

① **Caregivers of children with hearing loss may need to use items that produce louder sounds such as two tin cans. Caregivers of children with vision loss can physically guide the children's hands to safely touch the two items.**

2. **Ask:** What do your children learn from playing this game with you? *Invite answers.*

3. **Say:** The baby learns to follow objects from one side to the other and develop his/her attention.

4. **Ask:** When during the day can you do this game with your baby/young child? *Invite answers.*

5. **Say:** There are many times during our day that we can do this game, it may be when we are preparing food or doing the cleaning or even when relaxing.

Game 2 (6 months onwards)

1. **Say:** This game is called "**Where did it go?**" You will need 1 cup or similar and something to put under (e.g. a leaf).

① *Demonstrate to a caregiver with a baby. Show the caregiver how to put the leaf under the cup. The child then picks up the cup to find the leaf.*

① *Invite the caregiver to practice with their child. Support caregivers.*

① **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**

① **Remind the caregivers to use many words to describe what is happening eg "You found the green leaf under the red cup!"**

① **Caregivers of children with vision loss can physically guide the children to touch the cup, lift the cup, and then touch the leaf.**

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

3. **Say:** The baby learns how to find things once they have disappeared. The baby learns new words

4. **Ask:** When during the day can you do this game with your baby/young child? *Invite answers.*

5. **Say:** there are many times during the day when you can do this game, it may be when you are preparing food, tidying up.

Game 3 (1 year onwards)

1. **Say:** **This game is called “Cups within cups”.** You will need 3-5 cups.

- ① *Demonstrate with a caregiver with a child. Show the caregiver how to put all the cups one within the other. Then help the caregiver pull them all apart.*
- ① *Invite the caregiver to practice with their child. Support caregivers.*
- ① **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**
- ① **Remind the caregivers to use many words to describe what is happening eg I see the smaller blue cup fits inside the round red big one**
- ① **Caregivers of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.**

2. **Ask:** What do your children learn from playing this game with you? *Invite answers.*

3. **Say:** The children learn how objects can fit together. The children learn about shapes and sizes.

4. **Ask:** When during the day can you do this game with your baby/young child? *Invite answers.*

5. **Say:** There are many times during the day when you can do this activity. Find a time that works for you, it can be when you are doing some things around the house and your young child is watching you; for example, when you are doing the washing.

Game 4 (2 years onwards)

1. **Say:** **This game is called “Which cup is it under?”** You will need 3 cups and an item to hide under one cup (e.g. a leaf).

- ① *Demonstrate with a caregiver with a child. Say: I am going to hide this [leaf] under one cup. You need to find it! Put all the cups upside down. Hide the leaf under one cup, mix them up and let the caregiver pick up the cups to find it.*
- ① *Invite the caregiver to practice with their child. Support caregivers.*
- ① **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**
- ① **Remind the caregivers to use many words to describe what is happening**

	<p>2. Ask: What do your children learn from playing this game with you?</p> <p>3. Say: Your child learns to solve problems and pay attention. Boys and girls are as good as each other at solving problems.</p> <p>4. Ask: When during the day can you do this game with your baby/young child? <i>Invite answers.</i></p> <p>5. Say: Find a time and place that works for you. It may be when you are doing something else around the house; for example folding clothes or when you have finished preparing food.</p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Both boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>❶ <i>Engage and help caregivers with reading or playing the games</i></p> <p>❶ If there is time, demonstrate how to read a book or tell a story in an engaging way.</p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today’s Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the games? <i>Invite answers.</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>2. Say: Use cups, pots, pans, and bottles and other objects found in and around your house to play with your child. Play is one way to help children learn, problem solve, and grow. Everyone in the household can play with babies and young children</p> <p>3. Say: In the next workshop we will learn together about how to help our children have strong and healthy beginnings. We will how care for the pregnant mother and her unborn children as well as how to be healthy, happy and strong even after giving birth.</p> <p>4. Say: As a closing activity, we are going to sing our opening song again. <i>Invite caregivers to sing.</i></p> <p>5. Say: Bye-bye everybody. Thank you for coming today. Let’s give our children a big hug and tell them that it is time to go home. We will see you next time on _____ (confirm date of next Workshop).</p>

WORKSHOP 2 – STRONG BEGINNINGS: CARING FOR THE CAREGIVER DURING PREGNANCY AND AFTER BIRTH

Workshop Objectives

KNOW: Understands that all caregivers experience challenges in bringing up young children

KNOW: Recognize the importance of the mother's health and nutrition to her baby's healthy growth and development

KNOW: Understand more about the development of the unborn child in the womb and how to protect the foetus

DO: Identifies specific strategies to support self-wellbeing and care

DO: Identify specific strategies and activities to support development of the unborn baby

Key Messages for Caregivers

1. Being a parent is hard for everyone, care for yourself to better care for your children
2. Ask for help from family members, friends and others when needed. This will keep you and your family happy.
3. Identify and use ways to manage stress that work for you.
4. Have good balanced nutrition and exercise to keep healthy

Time for Workshop: 1 hour

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books, Mats for sitting.

Materials needed for this Workshop:

How to prepare:

- Read PSP facilitators handbook and workshop guidance beforehand
- Set up the toy/reading area
- When caregivers arrive, invite them and their children to play and/or read

STEPS OF THE WORKSHOP

<p>Step 1 – Welcome (5 minutes)</p>	<ol style="list-style-type: none"> 1. Say: Welcome to Workshop two of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher! 2. Say: Ask your child if they are ready to sing. Let's start. [choose a local song]. <ul style="list-style-type: none"> ① <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ① <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> 3. Say: We are going to start the main discussion so the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together.
<p>Step 2 – Review / Group Reflection (5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i> 2. Ask: When during your day did you practice these activities? <i>Invite answers.</i> 3. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together. Praise caregivers for trying activities, encourage all caregivers to try this week's games and activities at home and to show other caregivers.</i> 4. Say: Today we will discuss about how to take care of ourselves even as we look after our children.
<p>Step 3 – Discussion about current practices. (15 minutes)</p>	<ol style="list-style-type: none"> 1. Say: We are going to listen to a story of one caregiver called Leisau who is pregnant. Listen carefully and lets discuss what Leisau does well and what else she and her husband can do to have a healthy pregnancy and healthy baby. <p>Say: <i>Leisau is pregnant and going to her 8th month of pregnancy and she is feeling very tired after standing up and working all day in the shop. On the way home she had to take Daniel (3 year old son) from her sister's house and walks home for another 15 minutes. When she arrives home she has to cook the evening meal and her feet is very painful. Daniel is tired and hungry and wants mum to carry him but mum needs to cook, then give Daniel a bath. When Daniel starts to cry because he is tired and hungry Leisau asks Daniel to come and sits near her while she cooks and he can help her by washing the island cabbage so she can cook quickly and they can both eat and have a shower together before dinner. As they were washing the cabbage Daniel could see the dirt in the water and mother told him there is a lot of dust and dirt on the cabbage leaf that is why we need to wash them well before cooking. Dad returns straight from work (Leisau had told him how tired she was and</i></p>

that Daniel needed him too). He gives Daniel a bath while Leisau finishes the cooking. While Leisau goes to have a shower dad feeds Daniel, reads him a story and Daniel falls asleep happy. Leisau is able to sit down, enjoy her dinner and chat with her husband. Her husband goes up close to Leisau's stomach and speaks to his unborn child. This was a practice he was told at the health center was a good way of bonding with the baby and this made the baby and mother felt loved and wanted

2. Say: Now, discuss in pairs about what Leisau and her husband did well and how that made everyone feel. Give them 2-3 minutes to discuss. Invite a few pairs to share?

Say: Pregnant mothers like Leisau get tired and stressed and need help from other family members to feel calm and relaxed. When a pregnant mum is continuously stressed it affects the baby in the womb and can damage the brain of the baby. When the mother is calm and happy, the baby in the womb is also happy and develops well.

3. Say: We all get stressed some times. Lets now think about how caregivers react to children when they are stressed.

4. Say: In pairs, think of the following:

- ① You are at home alone with your young child, are busy with tasks and your child is crying and screaming non-stop.
- ① How may a caregiver react in this situation? List as many ways as you can think of. *Invite answers.*

5. Say: A caregiver may shout, pinch, act stressed, try to calm and sooth their child, try to distract their child. If we act in a stressed way, this will not help our baby or young child calm down. It will make our child more unhappy and stressed. We need to find good ways to manage our feelings and emotions.

6. Say: If you want, close your eyes and think of some different good ways to manage the stressful situation. *Invite answers.*

7. Say: Talking to others in the household may help. Knowing who to ask for help with the task or the child will also help. Being able to recognise when you are getting stressed and what you can do yourself to reduce this will also help. It may include going to a different room or outside for a couple of minutes (but remember never leave your young child unattended), sitting quietly, listening to music, imagining you are in a happy place.

8. Say: Having good nutrition, exercise and enough sleep will also help you as a parent to be healthy and happy so that you can also raise healthy, happy and smart children.

9. Say: Now, let us learn together some activities that we can do to reduce stress.

Step 4 – Try It Out
(25 minutes)

Activity 1: Breathing

1. **Say:** We are going to practice some different activities that we can do to try to manage those times when we become stressed with our babies or young children. Our young children may be able to join in on some of these activities.
2. **Say:** This very quick activity is about our breathing, a young child will also be able to practice it.
 - ❶ *Demonstrate to caregivers Say: Take a deep breath in, hold it for the count of 5 and then breath out whilst counting to 5. Take a deep breath in, count to 5, now breath out. Repeat 3-4 times or as often as you need.*
 - ❷ *Invite caregivers to try this out. Children older than 2 may be able to do this as well. Otherwise holding your baby or young child to your chest whilst taking deep breaths will help relax and calm your baby/young child.*
 - ❸ *Move around the group and support the caregivers.*
3. **Ask:** What can you and your child learn from this breathing activity? *Invite answers.*
4. **Say:** It shows your child how you react calmly in a stressful situation, it helps you to calm down before you react in a bad way.
5. **Ask:** When during your day could you do this breathing activity?
6. **Say:** This can be done whenever you feel the need to relax or calm down. It is a very quick activity meaning you can do it when doing other tasks.

Activity 2: The flower and the candle

1. **Say:** This activity is called '**the flower and the candle**' and is another breathing activity.
 - ❶ *Demonstrate to caregivers Say: Imagine a beautiful flower, with one hand reach down and pick that flower. Lift the flower to your nose and smell it (deep breath in).*
 - ❷ *With your other hand, imagine you are holding a lit candle. You want to bow out the candle but you need to do this slowly so the wax is not spilt. Blow the candle out – deep breath out.*
 - ❸ *Invite caregivers to try this out. Children older than 2 may be able to do this as well. Otherwise holding your baby or young child on your lap whilst doing this activity may also help relax and calm them.*
 - ❹ *Move around the group and support the caregivers.*

2. **Ask:** What can you and your child learn from this breathing activity? *Invite answers.*
3. **Say:** It shows your child how you react calmly in a stressful situation, it helps you to calm down before you react in a bad way. It helps your young child do pretend play - imagine the flower and candle.
4. **Ask:** When during your day could you do this breathing activity?
5. **Say:** This can be done whenever you feel the need to relax or calm down. It is a very quick activity meaning you can do it when doing other tasks.

Activity 3. Muscle Tensing

1. **Say:** This activity is called '**tensing our muscles**'.
 - ① *Demonstrate to caregivers Say: we are going to tense all muscles in our shoulders and back. When we tense our muscles, and then release, they naturally relax afterwards.*
 - ① *Tense your shoulder and back muscles and hold for the count of 5. Repeat 3-4 times.*
 - ① *You can also try tensing other muscles, for example those in your hands or feet*
 - ① *Invite caregivers to try this out. Children older than 2 may be able to do this as well especially if you ask them to clench their fist and then release it or curl their toes and then release them. Otherwise holding your baby or young child on your lap whilst doing this activity may also help relax and calm them.*
 - ① *Move around the group and support the caregivers.*
2. **Ask:** What can you and your child learn from this muscle tensing activity? *Invite answers.*
3. **Say:** It is another way of helping you and your child relax. It shows your child how you can calm yourself in a stressful situation. It also helps your child move parts of their body and count to 5.
4. **Ask:** When during your day could you do this muscle tensing activity?
5. **Say:** This can be done whenever you feel the need to relax or calm down. It is a very quick activity meaning you can do it when doing other tasks.

Activity 4: imagine a happy place

1. **Say:** This activity is called '**imagine a happy place**'.

	<p>① <i>Demonstrate to caregivers Say: another way to relax or to calm down is to imagine a place where we are happy and calm. It may be under a tree on a hot day, sitting around a fire drinking a cup of tea or anything else.</i></p> <p>① <i>Imagine yourself in your happy place. You may close your eyes if you want.</i></p> <p>① <i>Think about what you see around you.</i></p> <p>① <i>Think about what you hear and smell.</i></p> <p>① <i>When you are ready, open your eyes.</i></p> <p>① <i>Invite caregivers to try this out.</i></p> <p>① <i>Move around the group and support the caregivers.</i></p> <p>2. Ask: What can you and your child learn from this muscle tensing activity? <i>Invite answers.</i></p> <p>3. Say: It is another way of helping you relax and calm down. It shows your child how you can calm yourself in a stressful situation.</p> <p>4. Ask: When during your day could you do this muscle tensing activity?</p> <p>5. Say: This can be done whenever you feel the need to relax or calm down. It is a very quick activity meaning you can do it when doing other tasks.</p> <p>6. Say: It is important to work out what helps you to calm down and relax. Different activities work for different people and you may find another activity that works better for you.</p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Babies and young children love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>① <i>Engage and help caregivers with reading or playing the games</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today’s Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the activities? <i>Invite answers</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i>

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| | <p>2. Say: Being a parent is hard for everyone, care for yourself to better care for your children. Ask for help from family members, friends and others when needed. This will keep you and your family happy. Identify and use ways to manage stress that work for you.</p> <p>10.Say: Remember having good nutrition, exercise and enough sleep will also help you as a parent to be healthy and happy so that you can also raise healthy, happy and smart children. It is also important to talk to other family members about how they can help during pregnancy and after the birth of the baby.</p> <p>3. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>4. Say: Bye bye everybody. Thank you for attending the different Workshops, we hope they have been useful. Let's give our children a big hug and tell them that it is time to go home.</p> |
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WORKSHOP 3: BRAIN DEVELOPMENT THROUGH PLAY - PLAYING WITH HOUSEHOLD OBJECTS

Workshop Objectives

KNOW: Caregivers understand that baby's brains are built through everyday interactions and play

KNOW: Caregivers convinced of the important contributions they can make to support their children's healthy brain development and feel motivated to take action

KNOW: Caregivers understand that play using everyday objects can occur at the same time as doing daily chores/routines

DO: Use objects from in and around the house that are brightly coloured, have different textures and sounds as toys for play

Key Messages for Caregivers

1. Play games, like pretend play, while doing chores to help your child develop language and thinking skills.
2. Give your baby and young child objects of different colours, textures/feel and sounds to play with.
3. Use cups, pots, pans, bottles, and other objects found in and around the house to play with your child.

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/home-made toys, Mats for sitting.

Materials needed for THIS Workshop: A range of kitchen items (plates, spoons, cups, bowls etc.)

How to prepare:

- Read Workshop guidance and the PSP Handbooks beforehand
- Set up the toy area
- When caregivers arrive, invite them and their children to play and/or read

STEPS OF THE WORKSHOP

<p>Step 1 – Welcome (5 minutes)</p>	<ol style="list-style-type: none"> 1. Say: Welcome to Workshop three of our program! It’s wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child’s best teacher! 2. Say: Each Workshop will start with a song with actions. Now ask your child if they are ready to sing. Let’s start. [choose a local song]. <ul style="list-style-type: none"> ① <i>Songs should be repeated for 2-3 weeks before introducing a new song</i> ① <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child’s hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow children’s cues.</i> ① <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> 3. Say: We are going to start the main discussion so the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together
<p>Step 2 – Review / Group Reflection (5 minutes)</p>	<ol style="list-style-type: none"> 1. Say: In the last Workshop we talked about to care for ourselves as caregivers because our well-being is important to our children’s health and development. We also talked specifically about taking care of the pregnant mother and the unborn child. 2. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i> 3. Ask: When during your day did you practice these activities? <i>Invite answers.</i> 4. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together.</i> <ul style="list-style-type: none"> ① <i>Praise caregivers for trying activities, encourage all caregivers to try this week’s games and activities at home and to show other caregivers.</i> 5. Say: Today we are learning about how to build our baby’s brains. 6. Say: Did you know that when children are born only a quarter of their brains are formed. The rest of their brains are built over time through everyday experiences. The relationship and interaction between a child and his/ her male and female caregivers shapes their brain. The more caregivers talk, sing, tell stories and play with children the strong the brain becomes. <p>Say: Today we will learn together about how to build the baby’s brain through play at home and through simple, every day at activities. We will learn how to play games with different things we find in the house.</p>

<p>Step 3 – Discussion about current practices. (15 minutes)</p>	<ol style="list-style-type: none"> 1. Say: Call out some of the different activities that you do in and around the house everyday [<i>Possible answers: eat, get dressed, have a bath, go to work, work in the field, collect firewood/water, answers will be according to the context</i>]. 2. Ask: Do you have time to play with your child whilst doing these different activities? 3. Say: We are often very busy throughout the day making it difficult to find time to play with our babies and young children. This activity will show us how when we are doing our everyday activities, we can still play with our babies and young children. 4. Say: In pairs, listen and answer the questions: <ul style="list-style-type: none"> ○ 2 year old Billy's mother was washing the pots and pans., Billy sat opposite his mother, he had nothing to do and started to cry. His mother shouted at him to stop crying. ○ Why do you think Billy started to cry? <i>Invite answers.</i> ○ What could Billy's mother do so that he was not bored? <i>Invite answers.</i> 5. Say: Billy may have been crying because he was bored and had nothing to do. His mother could talk to him about what she was doing, sing to him, give him a metal pan and wooden/metal spoon to use as a drum..... This will keep Billy's attention, help to stop the crying and stop his mother from shouting at him. 6. Say: Think about your day and what games/activities you have played with your baby or young child while doing everyday chores at home. <i>Invite answers.</i> 7. Say: We can play games when we are doing different everyday activities like washing dishes, washing clothes. Play games like pretend play, throughout your day to help your child develop language and thinking skills. 8. Say: We will try out 4 games that use household items. 9. Say: During play, always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child. Remember to use a happy voice, smile and talk about what you and the baby are doing as you play.
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Step 4 – Try It Out
(25 minutes)

Game 1 (birth onwards)

1. **Say:** This game is called “**Treasure basket**”. You will need a variety of clean, safe, large and blunt items for the baby to see and touch (e.g bowls, wooden spoons, etc.). Make sure there is nothing small that your child could choke on.
 - ① *Demonstrate to a caregiver with a baby. **Bring out one object at a time. Talk to the baby about what the object is, what it’s for including colour and shape. Gently move the object on the baby’s skin so that they can feel the texture. Let the baby touch and explore the object.** Never leave a baby on his or her tummy unattended.*
 - ① *Invite the caregiver to practice with their child. Move around the group and support the caregivers.*
 - ① **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**
 - ① **Remind the caregivers to use many words to describe what is happening**
 - ① *Caregivers of children with intellectual disabilities may need to use only a few items and allow the children to spend extra time on each item.*
 - ① *Caregivers of children with hearing loss may need to use items that produce louder sounds such as two tin cans. Caregivers of children with vision loss can physically guide the children’s hands to safely touch the two items.*
2. **Ask:** What do your children learn from playing this game with you? *Invite answers.*
3. **Say:** The baby discovers the names, shapes, colours and textures of different objects. Boys and girls will equally enjoy this game. Both fathers and mothers can play this game very well.
4. **Ask:** When during your day can you do this game with your baby or young child? *Invite answers.*
5. **Say:** You can play this activity at many different times during your day, when you are in the kitchen, when washing clothes or the dishes. Choose a time and place that works for you and your baby.

Game 2 (6 months onwards)

1. **Say: This game is called “Knock it down.”** You will need bowls that cannot break.
 - ① *Demonstrate to a caregiver with a baby. **Build a house or tower using the bowls. Encourage the baby to knock it down.***

- ① *Caregivers of children with low vision could use items that will make a loud sound when they fall.*
- ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
- ① *Move around the group and support the caregivers*

2. **Ask:** What do your children learn from playing this game with you? *Invite answers.*

3. **Say:** The baby learns how her action can cause all the bowls to fall over. Babies are learning an important concept about cause and effect which means that an action has an impact or causes a reaction. Both boys and girls will like playing this game. Both fathers and mothers can play this game with babies.

4. **Ask:** When during your day can you do this game with your young child? *Invite answers.*

5. **Say:** Choose a time and place that works for you and your baby. When you are preparing food, washing the dishes, arranging things in the house, relaxing are all times that this game can be played.

Game 3 (1 year onwards)

1. **Say: This game is called "Drumming".** You will need 4 wooden spoons, pots, plates, cups, etc. **Do not use items that can break or are too small.**

① *Demonstrate with a caregiver with a child. Give the child 2 spoons and take 2 spoons.*

① *Say to the child: **Let's drum on the pots and listen to their sound.***

① *Caregivers of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children's hands to take out the objects.*

① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contacts, use a friendly voice and respond to what the baby/child does or does not want to do.***

① *Move around the group and support the caregivers*

2. **Ask:** What do your children learn from playing this game with you? *Invite answers.*

3. **Say:** The baby learns to discover new sounds and how their actions can cause different sounds.

4. **Ask:** when during your day could you do this game with your child? *Invite answers.*

5. **Say:** This game can be played at many different times of the day when you are busy doing something or when you have a few minutes relaxing time. For example, when you are preparing food, or washing the dishes.

Game 4 (2 years onwards)

1. **Say:** This game is called “**Pretend to drive**” You will need two metal or plastic plate. **Do not use items that can break.**
- ① *Demonstrate with a caregiver with a child. Give each one a plate and pretend to drive. Say: **Vroom! Where shall the bus go today? Oh, how about we start by picking up the families that are taking their children to school. Alright everyone, come on up. The next stop is the school. Etc.***
 - ① *Adapt to the context as necessary. Caregivers of children with physical and/or intellectual disabilities may need to physically guide their children to use the plate as a steering wheel.*
 - ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
 - ① *Move around the group and support caregivers.*
2. **Ask:** What do your children learn from playing this game with you?
3. **Say:** They learn to use their imagination and will enjoy copying what they see adults doing. Boys and girls are both equally as good as one another at using their imagination.
4. **Say:** Both fathers and mothers are equally good at playing pretend games such as this one. You can play other pretend games using items in the house.
5. **Ask:** When during your day could you play this game with your child? *Invite answers.*
6. **Say:** Find a time and place that works for you. This may be at different times and when you are doing different things throughout the day. You can also play other pretend games where you and the child pretend to be doing an activity or pretend an item is something else.

<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<ol style="list-style-type: none"> 1. Say: Take a few minutes to read a book of your choice to your baby or child. Both boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them. Both literate and non-literate parents can help children read. Non literate parents can talk about the pictures and making up the story based on the pictures in the book. 2. <i>Engage and help caregivers with reading or playing the games. If there is time demonstrate how to read or tell a story using pictures.</i>
<p>Step 6 – Close/reflection (5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask: <ul style="list-style-type: none"> ○ From today's Workshop, what ideas/activities will you take home? Invite answers. ○ How will you involve other caregivers in your household when practicing the games? Invite answers. ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> 2. Say: Play games, like pretend play, while doing chores to help your child develop language and thinking skills. Give your baby and young child objects of different colours, textures/feel and sounds to play with. Use cups, pots, pans, bottles and other objects found in and around the house to play with your child. 3. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers and children to sing. 4. Say: Bye-bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

WORKSHOP 4 – PARENT- CHILD INTERACTIONS

Workshop Objectives

KNOW: Caregivers know how their interactions with their young children provide the foundation for their children's development as confident, capable and caring people

KNOW: Caregivers know how bonding with infants and toddlers promotes their brain development

FEEL: Caregivers feel confident that they can do a lot to support their children's development as part of everyday life, despite their workloads

DO: Caregivers will be able to use simple, everyday activities such as holding, talking and singing to form strong attachments with infants and toddlers.

Key Messages for Caregivers

1. Your baby's brain grows every time you touch, hold, or respond to them in a positive way.
2. Holding, touching and responding to a baby or young boy and girl's needs in a positive way builds trust. Babies must trust to learn and explore.
3. Mothers, fathers and grandparents can all respond to the child's needs; this helps the child feel loved, safe and protected.

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/home-made toys, Mats for sitting.

How to prepare:

- Read Workshop guidance and the PSP handbooks beforehand
- Set up the toy area

STEPS OF THE WORKSHOP

<p>Step 1 – Welcome (5 minutes)</p>	<ol style="list-style-type: none"> Say: Welcome to Workshop four of our program! It’s wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child’s best teacher! Say: Ask your child if they are ready to sing. Let’s start. [choose a local song]. <ul style="list-style-type: none"> ⓘ <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child’s hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ⓘ <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together
<p>Step 2 – Review / Group Reflection (5 minutes)</p>	<ol style="list-style-type: none"> Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i> Ask: When during your day did you practice these activities? <i>Invite answers.</i> Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together. Praise caregivers for trying activities, encourage all caregivers to try this week’s games and activities at home and to show other caregivers.</i> Say: Today we are learning about how to play games with different things we find in the house.
<p>Step 3 – Discussion about current practices. (15 minutes)</p>	<ol style="list-style-type: none"> Ask: Think about when you get up in the morning, what do you say and do with your baby or young child? Say: You might gently talk to them, pick them up and hold them, sign, feed them, let them have a drink, help them get dressed. Ask: How does your young child respond? Say: They may hold onto you, make sounds or gestures, smile at you, babble or chat back to you....This all helps develop trust and attachment between you and your baby or young child. This will support them to learn and explore.

	<p>5. Say: Let us think through a few scenarios and discuss how we can interact with our children during those times in our day.</p> <p>Scenario 1: You must carry your baby on your back every day and work in your garden. How can you stimulate and interact with your baby as you work? Invite answers.</p> <p>Say: You can tell stories, sing and converse with your baby. From time to time, you can touch and gently rub the baby’s bottom and back so that they feel that you are close to them</p> <p>Scenario 2: You have just come back from fishing and are now cleaning the fish for your dinner. Your 4-year-old runs to you and says: daddy, daddy what are you doing? What can you do to address his curiosity? Invite answer?.</p> <p>Say: The Dad can talk to the 4 year old about what he is doing, ask the child some questions about the fish, where it lives, what it likes to eat. The Dad can also ask the child if they want to help bring a pot or pan so they can store the fish. The child will feel included in the daily activity. This will all build trust, love and affection between the young child and the caregiver.</p> <p>6. Say: we will practice 4 different games you can play with your baby or young child to help them feel safe, loved and protected. <i>Always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child.</i></p>
<p>Step 4 – Try It Out (25 minutes) Demonstrate and practice with caregivers.</p>	<p>Game 1: Birth onwards</p> <p>1. Say: This game is called “Copy Cat”.</p> <ul style="list-style-type: none"> ① Demonstrate with a caregiver. Say: <i>Watch your baby for a moment. See his or her eyes gazing up at you. Watch as the baby follows your moves [slowly move your head to one side] and seeks out your face. When the baby smiles or coos, smile and coo back. [Emphasize the sound] When the baby opens his mouth, open your mouth.</i> ① Invite the caregiver to practice with their child. <i>Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Move around the group and support caregivers.</i> <p>2. Say: Practice this with your children. Remember to use the sign for “more” to play again and “finished” once your baby is done.</p> <p>3. Ask: What do you and the baby learn from playing this game together? <i>Invite answers.</i></p>

4. Say: You and your baby are learning to communicate with each other using your body and sounds. This helps to build trust between you and your baby.

Game 2: 6 months onwards

1. Say: This game is called “Talk with me”.

① *Demonstrate with a caregiver. Say; **Look your child in the eyes, smile and encourage her/him. Listen and respond to your baby’s language. Talk with your baby by noticing out loud what he or she is doing or feeling.***

① *Say things like, **“I know you are hungry, and your crying is letting me know.”***

① *When you see the baby reach for something, notice out loud: **“Oh, you want my hair, don’t you?”***

① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening during the interaction.***

① *Move around the group and support caregivers.*

2. Ask: What do you and your baby or young child learn from this activity?

3. Say: It shows your baby or young child that you are responding to their needs and wants. This helps to build trust and affection; it makes the baby or young child feel wanted, safe and loved.

4. Ask: When during your day could you do this activity with your baby or young child?

5. Say: This can be done at any time of the day, it can be done when you are busy doing something else but notice that your child is wanting your attention, it can be when you are sat down eating or at many different times. Find the time to talk to your baby and to respond to their needs.

Game 3: 12 months onwards

1. Say: This game is called “Feeling faces”.

① *Demonstrate with a caregiver. Show the feelings on your face as you label it.*

① *Say: **Let’s make a happy face** [act out the feeling]. **Let’s make a tired face** [act out the feeling]. **Let’s make a sad face** [act out the feeling]. **Let’s make an excited face** [act out the feeling].*

① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***

- ① *Move around the group and support caregivers.*
- ① *For children with visual impairments, make sure you talk about the emotion/feeling.*

1. **Say:** Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**
2. **Ask:** What do you and your children learn from playing this game with you? *Invite answers.*
3. **Say:** The young child is learning about the names for different feelings. They will enjoy playing this game with you and as you play the game more and more, your boy or girl will start to act the emotions. Later, when your boy or girl is actually feeling one of these emotions, you can then label it: You look sad/happy/angry, etc. They will learn the words to use to describe how they feel and this will reduce acting out or using other negative ways to express emotions.
4. **Ask:** When during your day could you do this activity with your young child? *Invite answers*
5. **Say:** Choose a time and place that works for you and your young child. This may be just before a meal or bath time or when they have just woken up.

Game 4: 24 months onwards

1. **Say:** This game is called “**Do you want...?**”.

- ① *Demonstrate with a caregiver. Say: **This game is very sweet and involves you asking questions to your baby about what they want. For example:***
- ① ***Do you want one hug or two hugs?** [Wait for baby’s response]*
- ① ***Do you want a hug or a tickle?** [Wait for baby’s response]*
- ① ***Do you want one hug or two hugs?** [Wait for baby’s response]*
- ① ***Do you want a hug or a kiss?** [Wait for baby’s response]*
- ① ***Do you want a kiss on your hand or a kiss on your elbow?** [Wait for baby’s response]*
- ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
- ① *Move around the group and support caregivers.*

	<p>2. Say: Practice this with your children. Remember to use the sign for “more” to play again and “finished” once your baby is done.</p> <p>3. Ask: What do you and the baby learn from playing this game together? <i>Invite answers.</i></p> <p>4. Say: You and your young child are developing trust, love and respect. Your young boy or girl learns that they are important and that you will listen to their needs and wants. Your young child also begins to learn about making choices.</p> <p>5. When during your day could you do this activity with your young child? <i>Invite answers.</i></p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Babies and young children love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>i <i>Engage and help caregivers with reading or playing the games. If there is time demonstrate how to read a book to children or how to tell a story. Emphasise that even parents who are not literate can enjoy a book with their baby/child by talking about pictures only or making up a story based on pictures.</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today’s Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the activities? <i>Invite answers</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>2. Say: Your baby’s brain grows every time you touch, hold, or respond to them in a positive way. Holding, touching and responding to a baby or young boy and girl’s needs in a positive way builds trust. Babies must trust to learn and explore. Mothers, fathers and grandparents can all respond to the child’s needs; this helps the child feel loved, safe and protected.</p> <p>3. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>4. Say: Bye bye everybody. Thank you for coming today. Let’s give our children a big hug and tell them that it is time to go home. We will see you next time on _____ (confirm date of next Workshop).</p>

WORKSHOP 5 – READING BOOKS AND TALKING ABOUT PICTURES

Workshop Objectives

KNOW: Understand more about children's language development and the importance of talking, singing and telling stories with their young children

KNOW: Understands that using books and talking about pictures should start from birth to develop a child's oral language

DO: Use books and pictures to build language skills in children

Key Messages for Caregivers

1. Read and tell stories to your baby and young child. This helps them to listen, learn and say new words.
2. Young children are learning so many words every day. The more words they hear, the more they learn even when an infant is not yet speaking.
3. Talking by pointing and naming things builds your child's language.

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/home-made toys, Mats for sitting.

Materials needed for this Workshop: Pictures from newspapers, posters, food containers, water bottles etc. , Images cut out from newspapers or magazines/laminated pictures

How to prepare:

- Read this workshop guidance and the PSP handbook beforehand
- Set up the toy area

STEPS OF THE WORKSHOP

<p>Step 1 – Welcome (5 minutes)</p>	<ol style="list-style-type: none"> 1. Say: Welcome to Workshop five of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher! 2. Say: Ask your child if they are ready to sing. Let's start. [choose a local song]. <ul style="list-style-type: none"> ① <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ② <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> 3. Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together.
<p>Step 2 – Review / Group Reflection (5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i> 2. Ask: When during your day did you practice these activities? <i>Invite answers.</i> 3. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together.</i> <ul style="list-style-type: none"> ① <i>Praise caregivers for trying activities, encourage all caregivers to try this week's games and activities at home and to show other caregivers.</i> 4. Say: Today we are going to look at how we can use books, pictures and posters with our babies and young children to help them on their reading journey.
<p>Step 3 – Discussion about current practices. (15 minutes)</p>	<p>Say: We will look at how important it is to use books and pictures to tell stories to our babies and young children even without reading the words. Telling stories and reading to your child is one of the most important things you can do to help your child do well when they get to school.</p> <ol style="list-style-type: none"> 1. Say: Listen to the following:

	<ul style="list-style-type: none"> ○ Yanti and her husband were telling their young daughter’s grandparents about how books and pictures can be used to tell stories with babies and young children. The grandparents thought this was not good use of time as babies and young children can’t read. <ol style="list-style-type: none"> 2. Ask: Do you think Yanti and her husband are right in saying she should read and tell stories to babies and young children? <i>Invite answers.</i> 3. Say: Babies and young children will love you telling stories, looking at pictures or books together. This will help them listen, learn and say new words. 4. Ask: What can Yanti and her husband do to convince the grandparents that reading to babies and young children is a good idea and benefits the child? <i>Invite answers.</i> 5. Say: Babies and young children love to hear the voices of their caregivers. The more words that they hear, the more they learn; this is how they learn new words every day even before they are speaking. We don’t need books or magazines to tell stories to our children, we can look at pictures on food containers, plastic bottles or on posters. We can use any object that we see around us to tell a story, an animal, a tree, a house... 6. Ask: Do young boys and girls both like looking at pictures and listening to the stories you tell? <i>Invite answers.</i> 7. Say: Both boys and girls love looking at pictures and listening to the stories you tell. Boys and girls both like to listen to your voice. This helps them learn new words even before they are even able to speak. Babies begin to hear when they are in the womb so they are born ready for stories! 8. Say: We are now going to look at how we can tell stories using books and pictures to our babies and young children. <i>Always look to see if your baby or young child is interested in reading, listening to or looking, follow the signs given by your baby/young child. Sometimes young children want to listen to the same story over and over again. This helps them feel confident and happy that they know the story and what is coming next.</i>
Step 4 – Try It Out <i>(25 minutes)</i>	Game 1: birth onwards <ol style="list-style-type: none"> 1. Say: This game is called “Describe the picture with words, actions and sounds”. <ul style="list-style-type: none"> ① Demonstrate to a caregiver with a baby. Describe the picture and <u>add sounds and actions</u> related to the image. ① <i>For example: There are lots of people in this picture. This little boy is wearing a blue shirt. They are all talking and</i>

laughing [open and close your fingers to represent people talking]. **When we laugh, it sounds like this “ha, ha, ha”.**

- ① Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.** Move around the group and support caregivers.
- ① Caregivers of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page so that the children have enough time to process. It may also help to use actions to support what they are saying e.g. fan face pretending to be hot.

2. **Say:** Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.** Move around the group and support the caregivers.
3. **Ask:** What do your children learn from playing this game with you? *Invite answers.*
4. **Say:** Your boy or girl will like being with you, it makes them feel loved. They learn new words as you talk about the picture; they are learning words even before they can speak. The more we talk/tell stories to them, the more words they will learn.
5. **Ask:** When during your day could you do this with your baby or young child? *Invite answers.*
6. **Say:** This can be done at many different times during the day; it may be when you are preparing food and there is a picture on a food container. It may be when you are out somewhere or even at meal times if there are pictures around you. Use any opportunity that you can find to help you child learn new words.

Game 2: 6 months onwards

1. **Say:** This game is called “**Point and talk**”.

- ① Demonstrate to a caregiver. Point to an image and talk about what it is, what color it is, how it is used. When your child points, do the same thing.
- ① For example: **Look at the big tree in this picture. We have lots of trees too.** Continue using the different images you see. If the child points to an image the caregiver can talk about it.
- ① Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is in the picture.**
- ① Move around the group and support caregivers.
- ① Caregivers of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page

so that the children have enough time to process. It may also help to use actions to support what they are saying e.g. fan face pretending to be hot.

2. **Say:** Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**
3. **Ask:** What do your children learn from doing this with you? *Invite answers.*
4. **Say:** Your baby or young child is learning new words all the time. As you show and talk to them about the different pictures, they are learning to use their imagination. Boys and girls will both like this game.
5. **Ask:** When during your day could you do this activity with your baby or young child?
6. **Say:** Choose a time and place that works for you. Find a few minutes in your day when you can do this. Your baby and young child will love spending time with you and you are helping them learn more and more new words every day.

Game 3: 12 months onwards

1. **Say: This game is called “Where is...?”.**
 - ① *Demonstrate to a caregiver. Ask the caregiver to point to different things on the page.*
 - ① *For example: **Where is the girl? Where is her nose?***
 - ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening eg to describe positions with words like under, on top, to the right, to the left etc***
 - ① *Move around the group and support caregivers.*
 - ① *Caregivers of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask “Is this the sun? Yes or no?”*
2. **Say:** Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**
3. **Ask:** What do your children learn from playing this game with you?

4. **Say:** The child is learning new words and about how to match pictures or objects to its name. Both boys and girls can do this. Both fathers/ male caregivers and mothers/ female caregivers are good readers and story tellers.
5. **Ask:** When during your day could you do this with your young child?
6. **Say:** Find a time and place that works for you. Find a few minutes in your day when you can do this. Your young child will love spending this time with you and it is helping them to learn as well.

Game 4: 2 years onwards

1. **Say:** This game is called **"What is...?"**
 - ① *Demonstrate to a caregiver with a child. Ask the caregiver to point to different things on the page.*
 - ① *Say: **(For example) What is this? Yes that's a girl. She has long hair and she is wearing a blue top.** Make sure to add details to your answer.*
 - ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
 - ① *Move around the group and support caregivers.*
 - ① *Caregivers of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask "Is this the sun? Yes or no?"*
2. **Say:** Practice this with your children. **Remember to use the sign for "more" to play again and "finished" once your baby is done.**
3. **Ask:** What do your children learn from playing this game with you?
4. **Say:** The child is learning more and more words, they are learning how to describe a picture or object. This is important for boys and girls. They will love spending this time with you.
5. **Ask:** When during your day could you play this with your young boy or girl?

	<p>6. Say: Choose a time and place that works for you and when you have a few minutes. It could even be when you are going to a shop and see a poster or when you are in the kitchen and have a picture on a food container. Use every opportunity you can to help your child learn more and more words.</p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>① <i>Engage and help caregivers with reading or playing the games. Remind parents that every parent whether literate or illiterate can support their baby/child to read and to love books.</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>2. Ask:</p> <ul style="list-style-type: none"> ○ From today's Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the activities? <i>Invite answers</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>3. Say: Read and tell stories to your baby and young child. This helps them to listen, learn and say new words. Young children are learning so many words every day. The more words they hear, the more they learn even when an infant is not yet speaking. Talking by pointing and naming things helps your child learn more and more. You can also tell traditional stories to your children/ babies.</p> <p>4. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>5. Say: Bye bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).</p>

WORKSHOP 6 – PLAYING AND LEARNING

Workshop Objectives

KNOW: Caregivers recognize the importance of play as one of the best ways to help their children develop and learn.

KNOW: Caregivers understand that play is how children learn and that children are born ready to learn

KNOW: Caregivers understands that repeating games and words supports a child's brain development

KNOW: Caregivers know many practical ideas for play materials and activities they can use with their babies and children.

FEEL: Caregivers feel motivated to provide opportunities for their young children's play

DO: Caregivers will be able to practice different games and activities with their babies and young

Key Messages for Caregivers

1. Play is how children learn
2. You don't need expensive toys to play with your baby or young child
3. Repeat games and words again and again with your baby and young child to help them learn and develop
4. Children learn that things are still there even though they can't see them (object permanence).
5. Children learn to listen to clues to problem solve, think, create and make decisions

Time for Workshop: 60 minute. **Materials needed EVERY Workshop:** Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/home-made toys, Mats for sitting.

Materials needed for this Workshop: One cloth for every other child (e.g size of a thin scarf), A range of two-dimensional items of different texture (rags, sand paper, cloths of different textures, etc.) brought by the parent

How to prepare:

- Read the workshop guidance and the PSP handbook beforehand
- Set up the toy area

STEPS OF THE WORKSHOP

Step 1 – Welcome

(5 minutes)

1. **Say:** Welcome to **Workshop six** of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher!
2. **Say:** Ask your child if they are ready to sing. Let's start. [choose a local song].
 - ① *Songs should be repeated for 2-3 weeks before introducing a new song*
 - ① *Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. **Remind caregivers to follow their children's cues.***
 - ① *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.*
3. **Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together**

Step 2 – Review / Group Reflection

(5 minutes)

1. **Ask:** What activities did you try after the last Workshop? Did you change the game or activity in any way? *Invite answers.*
2. **Ask:** When during your day did you practice these activities? *Invite answers.*
3. **Ask:** Did you find anything difficult about the activities? *Invite answers and find solutions together.*
 - ① *Praise caregivers for trying activities, encourage all caregivers to try this week's games and activities at home and to show other caregivers.*
4. **Say:** Today we are learning about how repeating games, songs and words with our babies and young children help them grow smarter.

Step 3 – Discussion about current practices.

(15 minutes)

1. **Say:** I will read a statement, if you **AGREE**, make a yes sign, if you **DISAGREE**, use a no sign
 - ① *Use signs that are context specific e.g. thumbs up/down, stand up/sit down*
 - ① The first statement is:
 - Babies and young children get bored playing the same game more than once
 - ① **Ask** 1 person who **AGREES** and 1 person who **DISAGREES** to explain.

2. **Say:** Babies and young children love to play the same game over and over again; each time a game is repeated, your baby or young child becomes smarter. Follow signs from your baby or young child that show when they are bored and do not want to play the game again.

Use sign language to ask your baby or young child if they want to play again. *{show the sign for more}*. Use the sign for finished once your baby or young child no longer wants to play *{show the sign for finished}*. Your baby will start to use these signs after some time.

3. **Say:** The second statement is:
 - You don't need money to be able to play with your baby or young child

① *Ask 1 person who **AGREES** and 1 person who **DISAGREES** to explain.*

Say: We don't need money to be able to play with our children or get toys. Many items found in the home and around us such as empty boxes, bits of cloth, empty bottles, our own clothes can all make wonderful play items for our children. Most importantly, the best play mate for the child is you! Both male and female caregivers are the best play mates of their babies and young children.

4. **Say:** Here I have a fabric mobile for babies. I made it using bits of colourful cloth. Can someone come up and show us how they use or have used this play item can be used with babies under 1 year old. *Invite a few parents to come up and demonstrate*

5. **Say:** The babies enjoy reaching out to touch the colourful cloth. Wonderful! A play mobile like this helps a baby develop their vision and eye-hand coordination. It also develops the baby's curiosity. They also move and strengthen their muscles as they try to reach out and touch the cloth.

	<p>6. Say: You can make the game even better by talking and describing the colors, texture, encouraging and praising the child as they play with you.</p> <p>7. Say: We are going to try out 4 games using a cloth that we can do with our babies and young children during our everyday chores. <i>Always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child.</i></p>
<p>Step 4 – Try It Out (25 minutes)</p>	<p>Game 1: Birth onwards</p> <p>1. Say: This game is called “<i>Discover how things feel</i>”. You will need cloths of different textures (smooth, bumpy, ribbed, etc.). Never leave your babies on their own with a cloth. The cloth can strangle or suffocate the baby.</p> <ul style="list-style-type: none"> ① <i>Demonstrate to a caregiver with a baby. Place your baby on his/her back, on a blanket. Rub each cloth very softly and slowly on her belly or foot. Describe each sensation: Feel this soft cloth. Do you feel this bumpy cloth?</i> ① <i>Remember to use the sign ‘more’ and ‘all done/finished’ with your baby and young child.</i> ① <i>Invite the caregiver to practice with their child. Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening</i> ① <i>Move around the group and support caregivers.</i> ① <i>Caregivers of children with low vision could also rub the different objects on the babies’ fingers to begin developing pre-braille skills (feeling in their fingertips).</i> <p>2. Ask: What do your babies and young children learn from playing this game with you? <i>Invite answers.</i></p> <p>3. Say: Your baby learns that different cloths feel differently. Both baby boys and girls love this activity.</p> <p>4. Ask: When during your day could you play this game? <i>Invite answers.</i></p>

5. **Say:** There are many different times during the day when you can play this game, it may be when your baby or young child wakes from a nap, when you are getting them dressed.....

Game 2: 6 months onwards

1. **Say:** This game is called “**I see you**”. You will need one scarf.
- ① *Demonstrate to a caregiver with a baby. **Hide your face behind the cloth, the pop out and say “I see you!” Laugh and smile each time you play!***
 - ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
 - ① *Move around the group and support caregivers.*
 - ① *Caregivers of children with low vision could use items that will make a loud sound when they fall.*
2. **Say:** All of you can now practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.** Move around the group and support the caregivers.
3. **Ask:** What do your children learn from playing this game with you? *Invite answers.*
4. **Say:** The baby boy or girl discovers how you can appear and disappear! They learn that things are still present even when they can't see them with their eyes.
5. **Ask:** When during your day could you play this game with your baby or young child? *Invite answers.*
6. **Say:** There are many times during your day you can play this game: when you and your baby boy or girl are getting dressed, when they are getting ready for bed, before a meal, when folding laundry.....

Game 3: 12 months onwards

1. **Say:** This game is called “**Lift the cloth**”. You will need one scarf and an object to hide underneath (e.g. a leaf or a cup)
 - ① *Demonstrate with a caregiver with a child.*
 - ① *Say to the child: **I am going to hide this object under the scarf. Can you find it?** Hide the cup, then let the child lift it up.*
 - ① *Invite the caregiver to practice with their child. **Remind the caregiver to smile, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening***
 - ① *Move around the group and support caregivers.*
 - ① *Caregivers of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.*
2. **Say:** All of you can now practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**
3. **Ask:** What do your children learn from playing this game with you? *Invite answers.*
4. **Say:** Your baby learns that things are still there, even when they can't see them. Boys and girls love playing these games.
5. **Ask:** When during your day could you play this game with your young child? *Invite answers.*
6. **Say:** There are many times during the day, you can do this game. Find a time and place that works for you.

Game 4: 2 years onwards

1. **Say:** This game is called “**The great detective**”. You will need a scarf rolled into a ball.
 - ① *Demonstrate with a caregiver with a child. Say: **Close your eyes. I am going to hide this ball and you need to find it. I’ll say closer when you are getting closer, and farther when you are further away.** Hide the ball behind someone and give the far/close guidance.*

	<p>① <i>Invite the caregiver to practice with their child. Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do. Remind the caregivers to use many words to describe what is happening</i></p> <p>① <i>Move around the group and support caregivers.</i></p> <p>2. Say: All of you can now practice this with your children. Remember to use the sign for “more” to play again and “finished” once your baby is done. Move around the group and support the caregivers.</p> <p>3. Ask: What do your children learn from playing this game with you? <i>Invite answers.</i></p> <p>4. Say: Your child learns to listen to clues to solve a problem. Boys and girls can both solve problems as well as each other.</p> <p>5. Ask: When during your day could you play this with your young child? <i>Invite answers.</i></p> <p>6. Say: Find a time and place that works for you, this may be when preparing food, when tidying the house, when spending time as a family....</p> <p>7. Say: Take time to collect different play items such as seashells, empty boxes, balls and make for your child a small play materials library at home</p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>① <i>Engage and help caregivers with reading or playing the games. If there is time demonstrate how to read or tell stories.</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today’s Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the games? <i>Invite answers.</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i>

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| | <ol style="list-style-type: none">2. Say: Repeat games and words again and again with your baby and young child to help them learn and develop. Children learn that things are still there even though they can't see them. Children learn to listen to clues to problem solve.3. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.4. Say: Bye bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class). |
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WORKSHOP 7 – HEALTH AND NUTRITION

Workshop Objectives

KNOW: Understand the importance of good nutrition in brain development, body growth and health of babies and young children

KNOW: Increase their practical knowledge of important foods to include and avoid in their children's diet

DO: Identify affordable nutritious and locally available foods that for pregnant mothers and babies

DO: Put into practice the knowledge on nutrition in breastfeeding and complementary feeding of the baby/young child

DO: Use feeding and mealtimes as opportunities for interaction with their children

Key Messages for Caregivers

1. Breast milk is the best food for babies and the only food or drink baby needs for the first 6 months – no other food or drink, not even water is needed during this time.
2. From the age of six months to two years, children need to be fed 5 or 6 times a day with a variety of foods along with continued breastfeeding.
3. If a baby or child has difficulty feeding, take the extra time needed (some disabled children have feeding difficulties) and if needed visit the health facility to seek advice.
4. Talk with your babies and young children while they are feeding. It is a great opportunity to support their sense of security, wellbeing and language development at the same time as their healthy growth

Time for Workshop: 1 hour

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books, Mats for sitting.

Materials needed for this Workshop:

How to prepare:

- Read PSP facilitators handbook and workshop guidance beforehand
- Set up the toy/reading area

- When caregivers arrive, invite them and their children to play and/or read

STEPS OF THE WORKSHOP	
Step 1 – Welcome and song (10 inutes)	<ol style="list-style-type: none"> 1. Say: Welcome to Workshop 7 of our Parent Support program! Today we will talk about health and nutrition. It’s wonderful to see everyone here. Each time we meet we will learn how to help our babies and children be happy, healthy and smart. Remember you are your child’s best teacher! 2. Say: Ask your child if they are ready to sing. Let’s start. [choose a local song]. <ul style="list-style-type: none"> ⓘ <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child’s hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ⓘ <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> 3. Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if you child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together
Step 2: Review and Reflection (5 minutes)	<ol style="list-style-type: none"> 1. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i> 2. Ask: When during your day did you practice these activities? <i>Invite answers.</i> 3. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together.</i> <ul style="list-style-type: none"> ⓘ <i>Praise caregivers for trying activities, encourage all caregivers to try this week’s games and activities at home and to show other caregivers.</i>

	<p>Say: Today we are learning about how repeating games, songs and words with our babies and young children help them grow smarter.</p>
<p>Step 2 – Discussion about current practices.</p> <p><i>1. minutes)</i></p>	<p>Say: In today’s Workshop we will discuss nutrition and think about the foods that help our children’s brains develop and keep them healthy. Healthy, well-nourished and loved children are happy and active; they do well at school, and are able to become an active part of their community.</p> <p>Say: Here in Vanuatu there are so many delicious, fresh, healthy foods easily available and many of our traditional dishes are very healthy. However, keeping children healthy can be difficult for some families, especially if they are very poor and do not grow or collect fresh food, or live in communities where drinking water is dirty or where people do not have good sanitation or hygiene practices.</p> <p>Say: Let us think together about the foods we have in our country.</p> <p>ACTIVITY 1: Finding the healthy local foods in our community</p> <ol style="list-style-type: none"> 1. Divide the participants into two groups (A and B). <ol style="list-style-type: none"> 2. Ask: Ask group A to come up with a name of healthy local food that is eaten by all in that community (Kumara, simboro, laplap yam, sosor, fish in coconut cream, island cabbage, nalot, taro etc). They have to describe this food WITHOUT mentioning its name. Describe its colour, how it is made, etc. For example, you can say, this food is green, and we plant it in our gardens. We cook it with coconut cream and eat it with rice or kumara. What is it? 3. Then: Group B has to guess the name of the food. If they do, they will get a point. 4. Then: Group A explains why that food is healthy. 5. Next: Group B chooses a food and describes it for Group A to guess. <p>Repeat this a couple of times. If they mention cake, biscuits and sugary foods they lose!</p> <ol style="list-style-type: none"> 6. Say: In our community we have many good foods that can help our children grow well and stay healthy.

	<p>Discuss different types of foods that can be provided based on the age of the child (soft or semi-solid foods for infants –e.g. enriched porridge (rice with mashed and boiled pumpkin and local greens), mashed banana, mashed ripe papaya; finger foods - e.g. boiled kumara.</p> <p>7. Show the Food Groups poster in Annex 1 of the PSP Handbook to them and explain that children need variety of good foods such as: Body Building food like meat, chicken, fish, eggs, and dairy products like milk. Energy foods – roots like taro, manioc, kumara, potato.</p> <p>Protective foods - Legumes/nuts – (beans, lentils, peas, peanut, nangai, natapoa, navele), Vitamin A rich fruits and vegetables (mango, pawpaw passion fruit, oranges, dark green leaves, carrot, yellow/orange sweet potato, pumpkin) and other fruits and vegetables (banana, pineapple, watermelon, tomato, avocado, eggplant and cabbage)</p> <p>Say: Remember that having a disability does not mean a child is unhealthy. Children with disabilities have the same right to health and good nutrition as all children and may need more attention to keeping them well-nourished if they have difficulty eating. Some times children with physical disability have challenges swallowing food, holding feeding utensils such as cups and spoons so they need help to be able to feed well.</p>
<p>Step 4 – Try It Out (25 minutes)</p>	<p>Activity1 (Health and Nutrition during Pregnancy period)</p> <p>Say: Let us talk about what a pregnant mother can do to feed themselves and the unborn baby.</p> <p>Say: During pregnancy, eat three meals each day plus a snack in between the meals</p> <ul style="list-style-type: none"> • Eat different types of locally available foods each day to enable your unborn baby gain necessary nutrients important for brain development and general growth • Take other supplements like iron and folic acid tablets to help your baby develop well • Always use iodized salt to prevent learning disabilities, delayed development and poor physical growth in the baby and goiter in the mother • Remember to rest and take care of your emotional and physical health during this important period • Talk, sing and read to the baby in the womb because they can hear you. It will help build a bond and also help your baby’s brain to grow\

- **Fathers and other male caregivers can also help take care of the pregnant mother by encouraging them to eat nutritious food, helping with chores and talking to the unborn baby**

Activity 2: (Nutrition from birth on wards)

Say: Breastfeed the child exclusively on breastmilk in the first 6 months after birth.

Ask: Ask a health worker to come and demonstrate good breastfeeding technique to parents

- ① Initiate breastfeeding within an hour after birth
- ① Breastfeed your baby exclusively for six months (do not give any other food or liquid except prescribed medication)
- ① Clean your hands & breasts before breastfeeding your baby
- ① Sit upright and hold the baby close to your chest while breastfeeding
- ① Look at the child's face, smile, gently talk, touch and sing to the baby while breast feeding
- ① Breastfeed your baby frequently and on demand
- ① Change baby from one breast to the other to enable the baby get enough of the breast milk as well as balance muscle development of the neck

Say: Take Vitamin A supplements immediately after birth or within six weeks after delivery to ensure your baby receives the vitamin A through your breastmilk

Say: Breast milk is a complete and enough for the baby and it helps strength the baby's immunity

Say: Continue to have a healthy and balanced diet so that you have a good supply of breast milk and keep healthy and strong.

Say: Fathers and other male caregivers can also support breastfeeding by supporting the mother with some chores, reminding and encouraging the mother to breastfeed and generally helping to reduce stress on the breast feeding mother

Say: Both boys and girls love to breast feed and need to feed frequently and on demand

Activity 3 (Nutrition from 6 months onwards)

Say: After 6 months the baby should continue breast feeding while also getting complimentary foods.

Say: Gradually introduce semi solid feeds to your baby from 6 months

Say: Vary the foods and flavours to stimulate taste

Say: Feed your baby on a balanced diet (proteins, vitamins, carbohydrates, fats, water)

Say: Gently talk and interact with your baby during a family meal

Say: Wash your hands and that of baby before and after the meal

Say: Always feed the baby using a clean utensils (cup, plate and spoon)

Say: Do not leave small child unattended with a drink. The child can drown from a small amount of liquid by accidently pouring into the mouth and nose

Say: Remember to use the sign for “more” to play again and “finished” once your baby is done

Say:

- ① Take your child to the nearest health centre in case she/he has refused to breastfeed or eat
- ① Observe the baby’s physical weight and height regularly to monitor growth
- ① Children who have sensory disability may have hard time tasting foods which can affect their feeding. Approach a health care work for support on how to handle this challenge.
- ① Children with weak muscles (physical disability) may have hard time chewing or swallowing food so you may need to provide some assistance for example feeding through a straw.
- ① Children with physical disability may also have a hard time holding a cup, spoon to self-feed so you may need to modify the items eg by wrapping some cloth around it to make it easier to hold.

Say: Remember, feeding time is a good opportunity to build your baby’s language. Talk about the colour, texture, taste of the food as you feed the child

	<p>Say: Remember both male and female caregivers can engage in the feeding routine. When both fathers and mothers are engaged both breast feeding and complimentary feeding after 6months is done better and more frequently</p>
	<p>Activity 4 (Health Snacks for 6 months onwards)</p> <p>Making healthy snacks</p> <p>Explain that small children have smaller stomachs and need to eat 5-6 times a day. Besides breakfast, lunch and dinner, they also need healthy snacks to give them energy and nourishment.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Divide the group into teams of four or five, • Ask each team to come up with two suggestions for a healthy snack that children can take to Kindergarten or Play group (e.g. a piece of Kumala and an egg or pawpaw and banana). • Say: Snacks that are sugary like donuts/sweet breads, biscuits sweet drinks will not be accepted! • Have each group present their suggestions and make a list of healthy snacks.
<p>Step 5 – Reading and playing with young children (6 minutes)</p>	<p>2. Say: Take a few minutes to read a book of your choice to your baby or child. Both boys and girls love this activity. If your baby/child does not want to read a book, play with them one of the games learned in previous Workshops.</p> <p>3. Say: You can also sing, read and talk to the baby in the womb. They can hear and respond. Remember they are learning even before birth.</p> <p>i <i>Engage and help caregivers with reading or playing the games</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>6. Ask:</p> <p>b. From today's Workshop, what ideas/actions will you take and try out at home? Invite answers.</p> <p>c. How will you involve other caregivers in your household when practicing the activities? Invite answers.</p>

d. Think about when in your day, you can do these health and nutrition activities with your child.
Invite answers. Invite fathers and other male caregivers to especially share how they will support breastfeeding mothers

7. **Say:** Your baby needs good health and nutrition before and after birth in order to be healthy, happy and smart. Children who don't get adequate nutrition in the first 1000 days become stunted. This means that their bodies don't grow to their full potential. They become too short, too small in weight for their age.

8. **Say:** When a child is stunted, they also fall sick often and even don't learn as well as other children because stunting also affects the brain of the child.

9. **Say:** In the next workshop we will talk about water and sanitation and how we can ensure our babies and young children grow up in safe, hygienic and healthy environments.

10.Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.

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

WORKSHOP 8 – WASH (Water, Sanitation and Hygiene)

Workshop Objectives

KNOW: Understand more about the most common diseases and conditions related to unclean water and lack of hygiene that threaten babies' and children's health, including causes and preventions.

KNOW: Understand how handwashing can protect caregivers and children from COVID19 and other diseases

DO: Identify strategies for improving hygiene and sanitation at home

DO: Playful teach about child handwashing through games

Key Messages for Caregivers

1. Parents and caregivers must always act as good hygiene role models. Lead by example and wash your hands at all critical times
2. Many common diseases facing children are preventable with the easy and low-cost action of handwashing. Handwashing with soap and clean water reduces the risk of many diseases and child stunting.
3. Young children are more vulnerable than any other age group to the harmful effects of unsafe water, poor sanitation, animal-borne diseases and poor hygiene
4. Caregivers should help children develop good habits of proper handwashing practice before eating and after using the toilet.

Time for Workshop: 1 hour

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books, Mats for sitting.

Materials needed for this Workshop:

How to prepare:

- Read PSP facilitators handbook and workshop guidance beforehand
- Set up the toy/reading area
- When caregivers arrive, invite them and their children to play and/or re

STEPS OF THE WORKSHOP	
<p>Step 1 – Welcome and song (10 inutes)</p>	<p>1.Say: Welcome to Workshop 8 of our Parent Support program! It’s wonderful to see everyone here. Each time we meet we will learn how to help our babies and children be happy, healthy and smart. Remember you are your child’s best teacher!</p> <p>2. Say: Ask your child if they are ready to sing. Let’s start. [choose a local song].</p> <ul style="list-style-type: none"> ① <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child’s hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ① <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning</i> <p>3. Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together</p>
<p>Step 2 – Review and reflection</p>	<p>1. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? <i>Invite answers.</i></p> <p>2. Ask: When during your day did you practice these activities? <i>Invite answers.</i></p> <p>3. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together.</i></p> <ul style="list-style-type: none"> ① <i>Praise caregivers for trying activities, encourage all caregivers to try this week’s games and activities at home and to show other caregivers.</i> <p>Say: Today we are learning about how repeating games, songs and words with our babies and young children help them grow smarter.</p>
<p>Step 3 – Discussion about current practices. (20 minutes)</p>	<p>Say: In this session we will be discussing water, sanitation and hygiene (WASH),</p> <p>Say: WASH is so important in the development of your children and your whole family. During pregnancy, good WASH facilities (such as good toilets) and practices (such as regularly washing your hands) can reduce maternal disease and death, and reduce under-nutrition. WASH reduces neonatal deaths and directly contributes to reduced stunting, disease and death for infants to two year olds and reduced under-nutrition, disease and death for 3 to 5 year olds.</p> <p><i>Let us reflect on how germs are transferred from one person to another through a simple game called “Catch the germs”</i></p>

ACTIVITY 1: Catch the germs

Materials

- Glitter/ baby powder /crushed chalk/anything that can leave a trace on skin
- Or, a Glo-Germ kit, if available
- Follow Glo-Germ instructions
- A tennis ball (or similar) or a small dry coconut
- Handout of how to build a Handwashing station for the schools or a tippy for home(if there is no running water)

Steps:

1. Rub the glitter or chalk/powder on the ball
2. Ask 3 to 5 participants to come to the front and pass the ball among them for 1 minute
3. Ask the participants at the front to high five or shake hands with the other participants
4. Ask everyone to look at their hands and say what they can see.
5. There should be evidence of glitter/chalk/powder
6. Explain that this is how germs are transmitted through what we touch, and when we prepare and eat our food without washing our hands, that is how we get sick!
7. As we have experienced COVID 19 there has been a lot of awareness and emphasis put on handwashing because the COVID 19 germs can be passed on through hands especially when touching your face or touching anything and it can be easily transferred to another person.

Say: Now let us discuss about when and how many times we need to wash hands. Can you share the different times when we need to wash hands with soap and water? *Invite some caregivers to share*

Say: Those are good answers. We need to wash hands with soap and water every time especially before eating or feeding the baby, after using the toilet or cleaning the baby's bottom, after preparing food, after coming from outside the home for shopping or work, etc. *Use the hand washing poster in the PSP handbook*

	<p>Say: We also need to teach our children all about health and hygiene including hand washing. Let us learn together 4 different activities or actions we can do to improve water, sanitation and hygiene around the home as we raise healthy, happy and smart children.</p>
<p>Step 4 – Try It Out (25 minutes)</p>	<p>Activity 1 Washing Hands Song (Pregnancy on wards – all ages)</p>
	<p>Say: This activity is called Washing hands song</p> <p>Say: We need to frequently wash our hands with soap and water, for at least 20 seconds, taking care to wash in between the fingers and under the nails. We can make it fun for children to learn this important activity by adding a song to it.</p> <p>Say: Let us learn the song together. Listen to me sing and demonstrate and then we can sing together the second round.</p> <p>Sing and demonstrate:</p> <p>This is the way we wash our hands</p> <p>(Sing to the tune of “Here We Go ‘round the Mulberry Bush”)</p> <p>This is the way we wash our hands, wash our hands, wash our hands, This is the way we wash our hands, every single day. This is the way we scrub our fingers, scrub our fingers, scrub our fingers, This is the way we scrub our fingers, every single day.</p> <p>This is the way we rinse our hands, rinse our hands, rinse our hands, This is the way we rinse our hands, rinse those germs away!</p> <p>Say: Now let us sing and wash our hands together with our children.</p> <p>❶ If there is a portable handwashing facility around, demonstrate how to wash hands and also invite some parents to demonstrate how to wash hands while singing the song</p>
	<p>Activity 2 (Be Wise and Immunise on time)</p>
	<p>Activity 2: Be Wise and Immunize on Time</p> <ul style="list-style-type: none"> • On a flip chart plot out the different recommended vaccinations recommended by the MoH or use an immunisation schedule chart.

- Tell participants that you want to see if they can place the age in month of the baby and correct immunizations along the chart.
 - Let different parents come up with a card and place it on the path.
 - Go over each age and match it to the poster.
 - Talk about ways to make sure that immunizations are on time. Reflect on why it is important to have them on time.
 - If a health care worker is present, allow them to give advice and answer any questions that caregivers may have regarding immunizations.
 - If you have time and participants are having trouble knowing when to immunize, you can give the cards out again and have others come up and place the cards on the board.
 - Finally discuss ways to protect health information by keeping the health card in a safe place. Taking the card to the clinic each time will help make sure baby stays on schedule for all shots.
6. **Say:** Having all recommended vaccinations during pregnancy and after birth ensures the baby is safe from diseases and has a healthy start in life.
7. **Say:** Immunisation does not cause disability as some people think. Immunisation is safe and good for the baby and mother

Activity 3 (Clean baby and things)

Clean baby and things

Say: It is important to always clean baby and things to prevent spread of diseases such as diarrhoea

- Change baby's diapers often to keep them dry
- Clean baby's gum and tongue using water and a clean cloth after morning and evening feeds.
- Wipe front and back of teeth using water and a clean cloth. At 12 months, use a soft child toothbrush to clean teeth with water at least twice a day. Encourage the children to self help with cleaning as the baby. Supervise and support the child as needed progressively grows.
- Keep the baby in clean and dry clothes and utensils
- Clean well and cover with a clean cloth or dish all food items while you are not eating

Game 4 Safe water

Say: Now let's talk about safe water

Ask: Can you share how you ensure that your water for drinking and cooking is safe?

	<p><i>Invite caregivers to share.</i></p> <p>Say: All those are great answers. We need to remember to always drink and give our children water that is either boiled or properly treated. Clean and boiled/ treated water should also be kept in clean utensils.</p> <p>Say: Young children should also be taught to only use clean boiled or treated water for brushing</p> <p>Say: Remember, clean and boiled/ treated water should only be given to children 6 months and above. Children below 6 months should only have breast milk</p>
<p>Step 5 – Reading and playing with young children (7 minutes)</p>	<p>4. Say: Take a few minutes to read a book of your choice to your baby or child. Both boys and girls love this activity. If your baby/child does not want to read a book, play one of the previously learned four games with them. You can also sing the hand washing song with them.</p> <p>5. Say: You can also sing, read and talk to the baby in the womb. They can hear and respond. Remember they are learning even before birth.</p> <p>① <i>Engage and help caregivers with reading or playing the games</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>12. Ask:</p> <ul style="list-style-type: none"> e. From today's Workshop, what ideas/activities will you take home? Invite answers. f. How will you involve other caregivers in your household when practicing the games? Invite answers. g. Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>13. Say: In the next workshop we will learn together about how to help our children have strong and healthy beginnings. We will now care for the pregnant mother and her unborn children as well as how to be healthy, happy and strong even after giving birth.</p> <p>14. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>15. Say: Bye-bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you next time on _____ (confirm date of next Workshop).</p>

WORKSHOP 9 – PROTECTING CHILDREN FROM ACCIDENTS

Workshop Objectives

KNOW: Understands possible accidents that could occur in the home and community

DO: Reduces the risk of accidents to child in and around the home

Key Messages for Caregivers

1. You or another adult should always be looking after your baby or young child.
2. Talk to all caregivers about how to prevent accidents in and around the home. For example, babies can choke on anything smaller than their palm.
3. Talk and show your child danger in and around the house e.g., don't touch, it's hot!

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books, Mats for sitting.

How to prepare:

- Read the workshop guidance and the PSP handbook beforehand
- Set up the toy area

STEPS OF THE WORKSHOP

Step 1 – Welcome

(5 minutes)

1. **Say:** Welcome to **workshop nine** of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher!
2. **Say:** Ask your child if they are ready to sing. Let's start. [choose a local song].
 - ① *Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. **Remind caregivers to follow the cues of their children.***
 - ① *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.*
3. **Say:** **We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together**

Step 2 – Review / Group Reflection

(5 minutes)

1. **Ask:** What activities did you try after the last Workshop? Did you change the game or activity in any way? *Invite answers.*
2. **Ask:** When during your day did you practice these activities? *Invite answers.*
3. **Ask:** Did you find anything difficult about the activities? *Invite answers and find solutions together.*
 - ① *Praise caregivers for trying activities, encourage all caregivers to try this week's games and activities at home and to show other caregivers.*
4. **Say:** Today we will think about some of the common accidents that can occur in the house and in the community, and what we can do to avoid them.

Step 3 – Discussion about current practices.

(15 minutes)

Say: Let us think about risks that may come from beyond the house. Vanuatu is in a part of the Western Pacific where almost every year we experience disastrous events like a cyclone, tsunami, earthquake or volcanic eruptions. Cyclones in particular are likely to become increasingly severe as a result of climate change.

Ask: Can you share some steps that we should take to keep our family safe in case of a cyclone? Invite some answers.

- **Say:** That is great! Some suggestions include:

- Fill containers with clean drinking water
- Pack some clothes and food and any vital medicines in a safe plastic bag
- Know where to go if your house is not safe
- Have a radio and torch/light ready
- Get rid of or fasten down things that can be blown away
- Explain to your children that an intense storm is coming and so it will be important for you all to stay together and for them to do exactly what you ask so you can keep them safe.

Say: Now let us think about risks that may be found around the house

Put some objects on the table (bottles, scissors pens, sticks, small stones /seeds, knife, medicines etc.)

- **Say:** Try to be at the same height as your child; you may need to sit or kneel! Look around you; from this height what do you think are some of the biggest risk to your baby or young child? *Invite answers.*
- *Encourage caregivers to move around and to identify the different risks.*
- **Say:** There are many different risks that a baby or young child face. Sometimes we don't know what these are until we are at the same height as the baby or young child and can see what they see. They are still trying to make sense of things around them and this puts them at risk as they explore and try new things. We need to identify the risks and try to reduce these risks. We need to keep harmful items away from the reach of children.

	<ul style="list-style-type: none"> • Ask: In pairs, think of something that you do most days and what risks this might bring to your child; for example, cooking may bring about the risk of burns or scalds. <ul style="list-style-type: none"> • Think about what you could do to reduce the risk of the accident happening. <i>Invite pairs to provide answers.</i> • Say: Our children and ourselves face risks every day but babies and young children are more at risk because of their young age. We need to know what these risks are so that we can try and prevent an accident from happening. • Say: We will now look at 4 common accidents that happen to babies and young children and about how we can reduce the risk of them happening.
Step 4 – Try It Out <i>(25 minutes)</i>	<p>Risk 1: Choking on small objects (birth onwards)</p> <ol style="list-style-type: none"> 1. Ask: Look around where your baby or young child is. What objects are there that a young baby may choke on? <i>Invite answers.</i> 2. Say: Young children can choke on anything smaller than the size of THEIR palm. We need to keep small things high up where they cannot reach them. 3. Ask: When your baby picks up something, what is one of the first things they usually do with it? <i>Invite answers.</i> 4. Say: Babies put things in their mouths, this is how they explore things. It is important to keep small things that babies may choke on in a safe place. <ul style="list-style-type: none"> ① Let caregiver and their babies play together for a few minutes. Move around and support caregivers. <p>Risk 2: Burns – birth onwards</p>

	<ol style="list-style-type: none"> 1. Say: This information is about “accidents caused by burns”. Think about your home and when and where a baby or young child may get burnt. <i>Invite answers.</i> 2. Say: A baby or young child can get burnt very easily. They do not know what the word hot means or what hot things can do. Babies and young children can get burnt with fires, hot metal, hot water and hot drinks. 3. Ask: In pairs, think about what you could do in your home to reduce the risk of your baby or young child getting burnt or scalded? <i>Invite answers.</i> 4. Say: Wherever possible, keep your baby and young child away from the heat source. Make a barrier wherever possible. Always think about what might happen if your baby or young child is in the wrong place.
	<p>Risk 3: Electrocutation – 6 months onwards</p> <ol style="list-style-type: none"> 1. Ask: This information is about “Electrocutation accidents” . Think about your young child and electricity, what are some of the risks that they may face? <i>Invite answers.</i> 2. Say: Babies and young children are curious and want to explore. They do this by touching, tasting and shaking objects. They like to put their fingers in small holes like electrical outlets or pull electric cables. 3. Ask: What can you do to help prevent your baby or young child having an electrical accident? <i>Invite answers.</i> 4. Say: Wherever possible, we should create barriers so that our children cannot reach the danger. We should always make sure that we are watching what they are doing or have put them in a safe place away from the danger but where we can still watch them. <p>Risk 4: Accidental falls (1 year and above)</p>

1. **Say:** This information is about “**accidental falls**”
2. **Ask:** Can young children know when it is safe or not?
3. **Say:** Young children do not know if something is safe or not. The caregiver needs to make sure they are safe and start to tell the child about why things are safe or not.
4. **Ask:** Can someone give me a situation when a child might fall and hurt themselves? *Invite answers.*
5. **Say:** Children can fall in many places, from steps, balconies, windows, beds, changing tables
6. **Ask:** What could you do to prevent this from happening? *Invite answers.*
7. **Say:** Young children can fall and get very badly hurt when they are not supervised. Sometimes children are able to make unexpected maneuvers and movements so never leave the baby unattended, no matter how young. Their sense of balance is not fully developed. Always supervise your children and create barriers wherever possible.

Risk 5: Earthquake

Say: Earthquakes are very common in Vanuatu. Let us practice the **Drop, Cover and Hold drill**. Drop to your knees and duck under something solid and strong, put hands over your head and neck and hold on to your cover.

1. DROP
2. COVER
3. HOLD ON

If outside face away from windows, drop to the ground, place head between knees and cover head with arms and hands. Cover your young children with your body if they are too young to drop, cover and hold on.



Say: Let us practice it together

Step 5 – Reading and playing with young children
(5 minutes)

- Say:** Take a few minutes to read a book of your choice to your baby or child. Babies and young children love this activity. If your baby/child does not want to read a book, play with them one of the four games we learnt in previous Workshops.
 ⓘ *Engage and help caregivers with reading or playing the games*

Step 6 – Close/reflection
(5 minutes)

- Ask:**
 - From today's Workshop, what ideas/activities will you take home? *Invite answers.*
 - How will you involve other caregivers in your household when practicing the activities? *Invite answers*
 - Think about when in your day, you can do these games/activities with your child. *Invite answers.*
- Say:** You or another adult should always be looking after your baby or young child. Talk to all caregivers about how to prevent accidents in and around the home. For example, babies can choke on anything smaller than their palm. Talk and show your child danger in and around the house e.g., don't touch, it's hot!
- Say:** As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.
- Say:** Bye-bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you next time on _____ (confirm date of next Workshop).

WORKSHOP 10 – RAISING CARING AND MORAL CHILDREN

Workshop Objectives

KNOW: Caregivers understand the importance of reacting calmly to a child's challenging behaviour

KNOW: Understand more about the damaging effects of physical punishment and verbal abuse and the fact that there are alternatives which work better for both the child and the parent

DO: Caregivers identify and practice specific calming and soothing strategies that work with the child

DO: Caregivers identify strategies to guide their young children's behavior using positive discipline approaches which help their child understand the situation and want to behave appropriately.

Key Messages for Caregivers

1. Help your child calm down or feel safe by using non-violent ways like a soothing voice, hugging them and remaining calm
2. Talk with your baby/young child about how you and they feel. This helps the child learn to manage their feelings.
3. Redirect your child's behaviour in a positive way. This is how young children learn best

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/ home-made toys, Mats for sitting.

How to prepare:

- Read the workshop guidance and the PSP hand book beforehand
- Set up the toy area

STEPS OF THE WORKSHOP

Step 1 – Welcome

(5 minutes)

1. **Say:** Welcome to **Workshop ten** of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy, and smart children. Remember you are your child's best teacher!
2. **Say:** Ask your child if they are ready to sing. Let's start. [choose a local song].
 - ① *Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child's hands and do the actions. Caregivers with older children can do the actions with the children. **Remind caregivers to follow the cues of their children.***
 - ② *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.*
3. **Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together**

Step 2 – Review / Group Reflection

(5 minutes)

1. **Ask:** What activities did you try after the last Workshop? Did you change the game or activity in any way? *Invite answers.*
2. **Ask:** When during your day did you practice these activities? *Invite answers.*
3. **Ask:** Did you find anything difficult about the activities? *Invite answers and find solutions together. Praise caregivers for trying activities, encourage all caregivers to try this week's games and activities at home and to show other caregivers.*
4. **Say:** Today we will discuss and practice different ways to manage our babies and young children when they are doing something we do not like.

Step 3 – Discussion about current practices.

(15 minutes)

1. Say: Listen to the following story:

“Kwevira is very tired. She has been washing clothes piled up in a dish, weeding around the yard, cutting firewood and now she has to prepare the evening meal. Last night she did not sleep well because Joel is suffering from diarrhoea and was very fussy whenever she tried to breastfeed him.

Now it is time to prepare the meal and there is no one to help her. Joel is asleep in bed and three year old Anna is outside throwing stones at the chickens. Kwevira fetches some kumala and Anna calls out, “I’m hungry. I want something to eat.” “Be quiet!” says Kwevira. “I’m busy now.” She fills a basin with water and begins to wash the kumala. Anna comes inside and puts her hand in the basin. Kwevira slaps her hand and says, “Go away! Your hand is dirty.” Anna runs to the corner and starts to cry. Kwevira pays no attention to her, so she cries louder. The noise wakes Joel up, and he also starts to cry. Kwevira wonders how she will ever get the meal prepared. Her head aches with all the noise, and she shouts at Anna, “Be quiet, or the devil will come and get you.”

Ask: How did Kwevira feel? How did Anna feel? What could Kwevira have done differently? *Invite answers See what ideas the participants come up with.*

Say: Kwevira is tired or stressed and reacts in a way that makes the Anna the young child feel scared and upset. She has not understood what the Anna is trying to communicate.

Explain that you are going to tell a second version of the story where Kwevira handles the situation differently – and uses some of the positive discipline approaches.

2. Say: Now listen to how the story of Kwevira can turn out more positively when she applies some simple strategies to guide and redirect the actions of Anna.

“Kwevira is very tired. She has been washing clothes piled up in a dish, weeding around the yard, cutting firewood and now she has to prepare the evening meal.

Last night she did not sleep well because Joel is suffering from diarrhoea and was very fussy whenever she tried to breastfeed him. Now it is time to prepare the meal and there is no one to help her. Joel is asleep in bed and three year old Anna is outside throwing stones at the chickens. Kwevira fetches some kumala and Anna calls out, “I’m hungry. I want something to eat.” “Come inside,” Kwevira calls. “I know you’re hungry. Let’s try to hurry up and make some dinner.” Anna comes into the house whining that she was very hungry. “Let’s try to be quiet so your brother doesn’t wake up,” she whispers, giving Anna a hug. “That way you and I can get the food ready

more quickly. I really need your help because I'm so tired. Maybe you could help me wash these kumala that I have peeled? Anna please go fetch the basin over there." Anna runs and brings the basin and Kwevira pours the water into it. "Oh, your hands are dirty from playing outside," she says. "What should we do?" "Wash my hands!" says Anna. Kwevira pours water over her hands. "Rub them together," she says. Anna rubs her hands together, laughing, and says, "Now kumala." "Yes, now kumala," says Kwevira. Let's see if you can wash them just as clean as your hands. While you do that I'll get the wood for a fire." Anna likes washing the kumala. The water feels nice and cool and she likes the different colors that can be seen in the kumala – some are orange, purple and white." "Look, the kumala are almost clean," says Anna." "Here. Move them in to this other basin of water," says her mother. She picks them up one handful at a time, and moves them to the other basin. She notices that the bottom of the first basin is covered with the dirt from the kumala. "Mama, look!" she says. "Yes," says her mother, "look at all the dirt that you washed off the kumala. Well done! Now wash them once more in the clean water. See if that water has any dirt in it. I think they're so clean that they'll be ready to go into the pot of boiling water. Soon we can have dinner."

Ask: How did Anna feel? How did Kwevira feel?

- What were some of the positive discipline strategies Kwevira used in this story?

(They will likely mention being kind and firm, being a good role model, listening, paying attention to good behaviour, explaining consequences etc.)

3. Say: Kwevira has made the child feel safe and relaxed. She has talked about how the child feels and how she feels. Help your child calm down or feel safe by using a soothing voice, giving them a hug, remaining calm and talking about your feelings.

4. Take a break if you feel angry. Leave your child with another caregiver and meet your own needs first. Remember that hitting or shaking a child can cause disabilities or death.

5. Say: We will now look at some of the reasons our child may become upset and the different strategies we can use to manage these without becoming stressed. ***Always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child.***

Step 4 – Try It Out

Game 1: birth onwards

(25 minutes)

1. Say: This activity is called “Investigator”. Sometimes we can get very frustrated with our small babies who cry but usually there are some common reasons why they do. It is important for us to work out the reason ie **investigate**

① *Demonstrate with a caregiver or doll. Say:*

① The first reason could be that that the baby is **hungry**. Is your baby putting her fist in her mouth? You can feed the baby breastmilk. Sometimes babies like to feed very often.

① *The second reason could be that the baby is **tired**. Has it has been some time since the baby slept? You can swaddle, swing and shh the baby. **Make sure to leave the hips loose. Tightly wrapping the hips harms the baby’s development***

① *The third reason may be that the baby is **hot, cold or uncomfortable**. Is the baby is hot or cold or wet? Fix the baby’s clothes.*

① *The fourth reason may be that the baby has a **tummy ache**. Is the baby moving his legs up towards his belly? Gently move the legs as if the baby is cycling until he passes gas.*

① *The fifth reason may be that the baby needs to **burp**. Hold the baby upright over your shoulder with one hand on her bottom. With your other hand, pat or rub her back until she burps.*

2. Say: Practice this with your baby by looking to see if they are making any of the signs to show they are hungry, tired etc.. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.**

3. Ask: What do you and your baby learn from doing this activity? *Invite answers.*

4. Say: You start to read your baby boy or girl’s signs about what they want or are feeling. Your baby boy or girl learns that you will respond to their needs and wants. It helps to develop trust and attachment between you and your baby.

5. Ask: When during your day can you do this activity with your child? *Invite answers.*

6. Say: You can do this whenever your baby starts fussing.

Game 2: 6 months onwards

Say: This game is called “Calm and explain”

Say: Some caregivers beat or scream at babies and young children because they are fussy or crying. Let us learn together how to calmly respond in that scenario.

1. Calm the child by taking her/him outside and talking about the surroundings
2. Then go through what happened.

① *Demonstrate with a caregiver or doll. Say: **Here is a tip to calm a child when they are upset and can't seem to stop.***

① **Say:** *Let us just go somewhere else, let's look at all the different things around us, what can you see? Oh look at that beautiful blue bird. I think you are feeling better now. I know you were scared and upset just now. That is ok and we can go back when you are ready.*

① *Invite the caregiver to practice talking to their child about what they are doing and how this may make them each feel. Tell caregivers they do not need to wait until their child is upset before they try this. **Remind the caregiver to smile, make eye contact, use a friendly voice and respond to what the baby/child does or does not want to do.** Move around the group and support caregivers.*

① **Add a sensory component by touching, gently blowing on the skin, moving from side to side etc for children with disability**

1. **Ask:** What do you and your baby learn from doing this activity? *Invite answers.*

2. **Say:** Your baby and young child quickly learn that you will help to make them feel safe and loved when they are upset. You will learn that taking your boy or girl away from the problem and talking to them calmly and hugging your child will help them calm down and be able to return to their happy state.

3. **Ask:** When during your day could you do this activity with your child? *Invite answers.*

4. **Say:** You can do this whenever your young child becomes upset.

Game 3: 1 year onwards

1. **Say:** This game is called "Explain and model"

① *Demonstrate with a caregiver or doll. Say: **When your child is doing something you don't want them***

to do, explain and model through words and actions.

- ① *Say: When you take your brother's toy, that makes your brother feel upset and hurt. If you want to play with the toy, wait until your brother has finished playing with it. We can find another toy for you now to play with.*
- ① *Invite the caregivers and children to play together. Remind the caregivers to think about how to respond to any challenging situations that come up with the children.*
- ① *Invite the caregiver to practice with their child. **Remind the caregiver to make eye contact, use a friendly but firm voice and respond to when discipling and guiding the child.** Move around the group and support caregivers.*
- ① ***Emphasize visual modelling with children with hearing loss and speech modelling for those with low vision. Remind caregivers to be patient with children with disabilities. Children with intellectual disabilities may struggle to explain how they feel and what they want so teach them some simple signs that they can use to communicate common needs to avoid frustration.***

2. Say: Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done with different activities.** It is part of helping the baby communicate their needs positively which reduces challenging behaviour.

3. Ask: What do you and your child learn from this? *Invite answers.*

4. Say: You learn how to manage their behaviour by talking about how the other child or person feels and showing and talking about what can be done instead. Your young child is too young to know what to do – they need to learn from you; they will follow and model your actions.

5. Ask: When during your day could you do this? *Invite answers.*

6. Say: **You can do this at any time of the day when your child is doing something you do not want them to do. Remember** to say and show what you have seen happen, how it makes you or the other person feel and what can be done instead.

Game 4: 2 years onwards

1. Say: This game is called “**See it, feel it, fix it, win it!**” **When your child is doing unwanted behaviour or there is a conflict (eg with another child), you can follow 4 simple steps**

See it: Draw the attention to the negative action of the child. Ask them to look at what they have done eg *Cap your hands around your face to demonstrate “seeing it” and say, “I see you hit your brother.”*

Feel it: Ask them to reflect on how they feel about it or how they would feel if they were the one eg *I know you are mad because he took your toy. How do you think he feels now that you hit him.*

Fix it: Ask the child to think of how to fix the problem by doing a positive action to correct themselves and say sorry. Let the child suggest the remedial action eg *That is right. You can't hit because it hurts. You could have told tell him you want a toy Now what will you do to make him feel better again?.*

Win it: Thank the child for the positive action or ask them how they feel about the remedial action. They can also hug it out if it was a conflict eg *Good. Thanks for apologising to your brother. Next time use words instead of hitting.*

2. Say: Practice this with your children. Use this technique consistently to help children learn to solve their conflicts and to pause and think before acting. Praise children when they are doing well and when they are growing in their ability to solve conflicts peacefully.

3. Ask: What do you and your child learn from this? *Invite answers.*

4. Say: You learn how to manage their behaviour by talking about how the other child or person feels and showing and talking about what can be done instead. Your young child is starting to learn about how their behaviour can make others feel and what is an acceptable way to get what they want.

5. Ask: When during your day could you do this? *Invite answers.*

6. Say: You can do this at any time of the day when your child is doing something you do not want them to do. Remember to help your child by following the different steps. It will also help you as a caregiver learn how to manage the behaviour in a non-violent way and let your child know what you expect of them.

<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them.</p> <p>ⓘ <i>Engage and help caregivers with reading or playing the games</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today's Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the activities? <i>Invite answers</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>2. Say: Help your child calm down or feel safe by using non-violent ways like a soothing voice, hugging them and remaining calm. Talk with your baby/young child about how you and they feel. This helps the child learn to manage their feelings. They also learn how to care , love and peacefully resolve conflicts from your actions. Redirect your child's behaviour in a positive way. This is how young children learn best.</p> <p>3. Say: Remember to praise children for doing things right. They will do more of the good and positive things if you praise them.</p> <p>4. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>5. Say: Bye-bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home. We will see you next time on _____ (confirm date of next Workshop).</p>

WORKSHOP 11 – DIFFERENCE AND DISABILITY : INCLUDING EVERYONE

Workshop Objectives

KNOW: Understand more about the key ways they can support the development of children with disabilities

KNOW: Caregivers are aware that the biggest problem facing children who are different is other people`s attitudes

DO: Be motivated to include children who are vulnerable in family and community life

DO: Caregivers feel empathy for children who are different or vulnerable including those with disability

Key Messages for Caregivers

1. All children have the same rights and all children can learn
2. All children can learn and develop but activities, games and the environment should be modified to accommodate the needs of children with disability
3. Seek advice from health workers if you are worried or concerned about your child`s development

Time for Workshop: 60 minutes

Materials needed EVERY Workshop: Attendance register; Flip chart or posters for this Workshop (*Optional*), Activity cards and hand-out/take home cards (*Optional*), Picture books/ home-made toys, Mats for sitting.

How to prepare:

- Read the workshop guidance and the PSP Handbook beforehand
- Set up the toy area

STEPS OF THE WORKSHOP	
Step 1 – Welcome <i>(5 minutes)</i>	<ol style="list-style-type: none"> 1. Say: Welcome to workshop 11 of our program! It’s wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Remember you are your child’s best teacher! 2. Say: Ask your child if they are ready to sing. Let’s start. [choose a local song]. <ul style="list-style-type: none"> ① <i>Demonstrate slowly so that caregivers and children can follow. Caregivers with young babies can hold the child’s hands and do the actions. Caregivers with older children can do the actions with the children. Remind caregivers to follow the cues of their children.</i> ① <i>For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</i> 3. Say: We are going to start the main discussion the children will be with my co- facilitator playing together. But if your child is too small or wants to stay close to you it is also ok. The children will be brought back towards the end of the workshop so that you can play together
Step 2 – Review / Group Reflection <i>(5 minutes)</i>	<ol style="list-style-type: none"> 1. Ask: What activities did you try after the last Workshop? Did you change the game or activity in any way? 2. Ask: When during your day did you practice these activities? 3. Ask: Did you find anything difficult about the activities? <i>Invite answers and find solutions together. Praise caregivers for trying activities, encourage all caregivers to try this week’s games and activities at home and to show other caregivers.</i> 4. Say: Today we will learn some games that help develop our relationship with our child.
Step 3 – Discussion about current practices. <i>(15 minutes)</i>	<p style="text-align: center;"><i>Put some leaves of diferente shapes, color, size etc on a table. Put enough for the whole group or a few representatives.</i></p> <ol style="list-style-type: none"> 1. Say: We are going to play a game called Leaves on a tree . <i>Invite caregivers to come up to the table and pick a leaf each. Give them a minute to look at their leaves.</i> <p>Ask: Ask a few participants to describe any feature of their leaves or anything special about their leaf.</p> <p>Say: Explain that just as these leaves are unique so are all human beings.</p> <p>Say: Every child is diferente and has special characteristics , talents and capacity. This applies to every child whether or not they have a disability or come from a family facing diferent problems. All children are special and unique.</p> <p>Say: The more we notice the individual characteristics and needs of children the more we can support them.</p>

Eagleflip: How does it feel?

2. **Say:** Now, we are going to play another game. Please make sure you are sitting down for this game. I am going to give you an instruction and you will do as I say.

Say: Clap your hands (the participants clap their hands)

Say: Good job! Now listen to the next instruction and do what I have asked. "Eagleflip"

Say: "Eagleflip"

Say: (Loudly) Eagleflip!!! Eagleflip!

Say: (in an exasperated voice) "Well this is no good!, lets try again you will be able to do this. Eagleflip.

This time as say Eagleflip while making a clear gesture raising both hands, palms up - indicating that you want the participants to stand up. If necessary repeat until they understand the signal

Say: Good job you Eagleflipped! Eagleflip is actually a nonsense word I made up. It has no meaning in any language that I know of.

Ask: How did you feel when I was asking you to Eagleflip without any gesture or help?

Invite some answers

3. **Say:** Thaanks for the answers! It was very frustrating and confusing and it didnt help when I kept on repeating and getting louder. However, when I added some gestores it helped you understand the instruction.

4. **Say:** This is abit like how children who cannot hear or have difficulty hearing feel when we talk to them. But when we add some signs, gestures, speak abit more slowly they can understand us.

5. **Say:** We can also think about children who are blind, have low vision or have other disabilities and what we can do to adjust how we engage to make it easier for them to participate. It is our job as adults to try and get to know a child who has a disability just as we do any child and work out how we can support them to do things and learn.

6. **Say:** We must remember that the biggest problem children with disabilities face is other people's attitudes. Its attitudes that really matter. They can learn, play and participate in all activities when we remove obstables and modify the activity or space to accommodate their needs

7. **Say:** We are going to practice 4 different games and strategies for supporting children who have disabilities. These games and strategies can also be used for children without disabilities to help them learn and develop. that you can play with your baby or young child to help develop the relationship between you.

	<p>8. Say: Remember, all children are unique and develop differently. It is our job to notice what they like doing and build on that to help them learn, be healthy, happy and safe. <i>Always look to see if your baby or young child is interested in playing the game, follow the signs given by your baby/young child.</i></p>
<p>Step 4 – Try It Out (25 minutes)</p>	<p>Game 1: Add a Tactile or Sensory dimension</p> <p>1. Say: This game is called “Add Tactile or Sensory dimension”.</p> <p>Say: Begin and end each activity with tactile exploration of a meaningful object (such as a spoon for eating, a diaper for changing time, etc.)</p> <ul style="list-style-type: none"> i Help your child explore the textures of common items used in every day activity. i Use describing words and slowly repeat it several times and also every time you do that activity. This is especially helpful for children with low vision/blindness and those with intellectual disability. Remember even children who don` t have a disability can enjoy and benefit from this activity. <p>2. Say: Practice this with your children. Remember to use the sign for “more” to play again and “finished” once your baby is done.</p> <p>3. Ask: What does your child or baby learn from playing this game with you? <i>Invite answers.</i> .</p> <p>4. Ask: When during your day could you do this with your baby? <i>Invite answers.</i></p> <p>Say: Remember, play time is a good opportunity to notice what your child is able to do, what they like to do and what they are not yet able to do. <i>If you notice that your child is not able to track or follow you with his/her eyes or track an object held in front of them, they might be having low vision so take them to the health facility for eye screening.</i></p> <p>Game 2: Baby Massage</p> <p>1. Say: This strategy is called “Baby Massage!”</p>

① Give your baby a whole-body massage while she is sitting up, on her back, on her sides, and on her tummy.

① Give your baby gentle joint compression on her knees, hips, wrists, elbows, and shoulders by gently squeezing and pressing your hands in and out of her joints.

Say: This is especially helpful for children with stiff or sore joints and high/low muscle tone but all children love massages and can benefit from them. A child with a physical disability may benefit from more frequent and longer gentle massages.

Say: If you are not sure how to do a massage you can ask a health worker to demonstrate how to do it safely

2. **Say:** Practice this with your children. *Move around and support parents*

3. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**

4. **Ask:** What does your young child get from playing this game with you? *Invite answers.*

5. **Say:** The young boy or girl has fun with their caregiver and this helps to strengthen their muscles. It also makes the young child feel happy and secure.

6. **Ask:** When during your day could you play this with your young child?

7. **Say:** There are many different times during your day when you can do this game. Find a time and place that works for you.

8. **Say:** Ask your health care provider or check your child’s health card for different physical development milestones and talk to your health provider if you are concerned that your child is not meeting milestones for their age

Game 3: Participate in Community activities

1. **Say: This activity is called “Participate in Community activities”.**

① Participate in community activities and errands with your baby.

- ① Describe the activity step-by-step and point out different sights, sounds, and smells
- ① Teach them safe routes in the community

2. **Say:** Practice this with your children. **Remember to use the sign for “more” to play again and “finished” once your baby is done.**
3. **Ask:** What do your children learn from playing this game with you? *Invite answers.*
4. **Say:** The young boy or girl is learning how to interact with other people in the community, how to stay safe and move in the community. This will help the be more confident and independent.
5. **Say:** **Children who have intellectual disability may struggle to engage with non-family members so they need more practice to learn how to safely engage with community members.**
6. **Ask:** When during your day could you do this game with your young child? *Invite answers.*
7. **Say:** Choose a time and place that is right for you, this may be when you going to a community event, to shop; to the garden and other activity out of the home.

Game 4 : Build Independence

1. Say: This strategy is called “Build independence”

- ① Help your child become more independent when brushing his teeth, feeding himself, and dressing himself.
- ① At the beginning, provide hand- over-hand support and then gradually fade this.
- ① Repeat each activity over and over. It may take some time for a child with a disability to learn activity but they will learn. Be patient.
- ① You can modify the items forexample, by tying a cloth on a spoon to make it easier to grab, or adding a wrapped towel at the back of the chair to help them sit up in a chair.

2. **Say:** Practice this with your children. Remember to use the sign for “more” to play again and “finished” once your child has had enough.
3. **Say:** The young boy or girl enjoys playing the game with you. It helps develop their independence and develop confidence in doing everyday tasks.

	<p>4. Ask: When during your day could you do this game?</p> <p>5. Say: Choose a time and place that works for you; this may be when your young child is having a bath, when you have time between different jobs/chores, when feeding the child etc</p>
<p>Step 5 – Reading and playing with young children (5 minutes)</p>	<p>1. Say: Take a few minutes to read a book of your choice to your baby or child. Boys and girls love this activity. If your baby/child does not want to read a book, play one of the four games with them. <i>① Engage and help caregivers with reading or playing the games</i></p>
<p>Step 6 – Close/reflection (5 minutes)</p>	<p>1. Ask:</p> <ul style="list-style-type: none"> ○ From today's Workshop, what ideas/activities will you take home? <i>Invite answers.</i> ○ How will you involve other caregivers in your household when practicing the games? <i>Invite answers.</i> ○ Think about when in your day, you can do these games/activities with your child. <i>Invite answers.</i> <p>2. Say: The more you play, talk sing, dance and laugh with your baby, the closer your relationship will be. Hold, touch, talk, play and sing with your baby/child to make them feel safe and loved.</p> <p>3. Say: As a closing activity, we are going to sing our opening song again. Invite caregivers to sing.</p> <p>4. Say: This is our last workshop and we all need to celebrate the great work we have done together learning how to raise happy, healthy and smart children. We will meet for our graduation and celebration ceremony on _____ at _____.</p> <p>5. Say: Bye-bye everybody. Thank you for coming today. Let's give our children a big hug and tell them that it is time to go home.</p>

