



Positive and Playful Parenting Flip chart



EARLY
LEARNING
PARTNERSHIP



WORLD BANK

Who should use this flipchart?

This flipchart is intended to be used by social protection workers, social workers, animators, community volunteers, early childhood caregivers and teachers, and other types of facilitators conducting community learning sessions on positive and playful parenting with caregivers and/or program beneficiaries and/or community members. The topics discussed have a focus on parenting practices for young children aged 0-5 years old.

When should you use this flipchart?

The flipchart can be used in a variety of ways including during community group meetings or group sessions, life skills training or orientation workshop or accompanying measures of social protection programs, community awareness raising sessions, parent-teacher association (PTA) meetings, etc.

What is in this flipchart?

The flip chart introduces caregivers to 3 core nurturing care areas:

1. **Play and Learn**, 2. **Respond and Bond**, and 3. **Safe and Secure**.

Positive and playful parenting messages related to each of these nurturing care areas are distributed across 5 modules. Each module has 3-4 key messages. Each page of the flipchart has a front and back side. On the front, each key message is represented by 3 images. The images represent simple actions/activities that parents/caregivers can do at home to put the message into practice. On the back, facilitators will find instructions for delivering the key message, including discussion questions, explanations and talking points. Each module also includes a message and strategy for adapting the actions/activities for children with disability.

A summary poster is also included at the end of the flipchart. Participating parents should receive a copy of the poster after the learning sessions, as a reminder of what they learned.

How should I deliver these flipchart messages?

Optimal delivery of the flipchart messages should be given to caregivers over multiple meeting opportunities, using the 5 modules as a guide. Keeping these best practices in mind:







- When possible, deliver one module at a time.
- When presenting key messages, show each “picture” and ask the discussion question on the alternate side of the flipchart.
- Demonstrate or ask a parent to demonstrate two activities/actions pictured on the demonstration page. Praise parents for good practice.
- A printed copy of the poster should be distributed as a take home material for session participants.

When multiple meeting opportunities are not possible, Module 1 serves as an introductory module for one-time sessions. The summary poster can also be used for one time community awareness raising sessions.

Flipchart Table of Contents

| | Module Title | Key Messages |
|---|--|---|
| 1 | Supporting My Child to Develop their best | <ol style="list-style-type: none"> 1. Talk and Sing to your baby all day and as part of daily routines (Play and Learn) 2. Bond and Build strong relationship with your baby/child (Respond and Bond) 3. Calm down before disciplining (Safe and Secure) 4. Take care of your body and mind (Safe and Secure) 5. Use your body to support good sitting position for interactions, play and feeding of children with disability |
| 2 | Play and Learn | <ol style="list-style-type: none"> 1. Talk, Sing, Read, Play, Count to help your baby learn from even before birth 2. Read and tell stories to your child 3. Play all day and as part of the daily routines 4. Number and count things around you 5. Modify the play space by adding or removing items to make it easy to play |
| 3 | Respond and Bond | <ol style="list-style-type: none"> 1. Crying is one of the ways babies communicate. Calming the baby helps them learn to calm themselves, cry less and build trust. Calming and soothing the baby helps their brain grow stronger! 2. Respond to your baby's signals and cues 3. Set a stable routine for your child/baby 4. A Father is as nurturing as a mother 5. Include and involve children with a disability in all family bonding activities including play, talking and relaxing together |
| 4 | Safe and Secure | <ol style="list-style-type: none"> 1. Cooperating and showing love to your partner makes your child feel safe and secure 2. Praise and Explain rules 3. Use positive discipline strategies 4. Protect your baby from physical harm and abuse 5. Adapt the sitting position, texture of food, feeding utensils e.t.c to ensure that the child`s right to good nutrition and care is not violated |
| 5 | Support Your Boys and Girls to Play and Learn | <ol style="list-style-type: none"> 1. Play is children`s work! Let boys and girls play all the games they want! Do not limit them because of their gender 2. Make and play using home made toys 3. Play and Talk through daily routines 4. Boys and girls who start school on time will do better in school and in life 5. Play with toys that involve the use of different senses (hearing, touch, smell, seeing, tasting) when playing with the child |
| | Summary Poster | |

Use the following steps during each community learning session:

| | |
|---|--|
|  Step 1: Welcome 10 minutes | <p>Welcome parents/ caregivers to the meeting and ask them to introduce themselves to each other. Use a song or ice breaker game to help the caregivers to connect with one another.</p> <p>Briefly remind the parents of the messages discussed previously. Ask one or two parents to share how they tried the previously suggested actions and activities at home. Tell the parents that you are going to continue learning together how to do even better in supporting young children's development.</p> |
|  Step 2: Story time to reflect on current practice 10 minutes | <p>Open the new session with the short story provided at the start of each module. Remember to read the story clearly and directly as scripted. Ask the suggested questions to help explore current practices of parents/caregivers on the topic/module of the day. Use the script provided after the story to guide discussions with parents.</p> |
|  Step 3: Discuss key messages 40 minutes | <p>Discuss key messages using pictures/illustrations.</p> <p>Read each key message in large bold text clearly and directly to the group. Then, for each image illustrating an action or activity related to the key message, go through every discussion question on the alternate side of the flip chart to facilitate engagement with session participants.</p> <p>There are 3 illustrated actions/activities for each key message. Before moving on to the next picture/illustration, use the talking points provided on the alternate side of the flipchart to expand the discussion on the recommended action/activity.</p> |
|  Step 4 : Adapting to the needs of children with disability 5 minutes | <p>Share tips on how to adapt activities and make accommodations for children with disability.</p> |
|  Step 5: Demonstrate activities/actions 10 minutes | <p>If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart. You can also demonstrate it for the parents. You can use a doll if needed. Praise parents for doing it well. Especially encourage smiling, using a warm happy voice, maintaining eye contact and using many words when practicing engagement and play with children.</p> |
|  Step 6 : Review and Good Bye 5 minutes | <p>Respond to any questions and comments from session participants, using the takeaway messages as a guide for your responses. Review the 3 pillars of nurturing care and the 5 building blocks for a successful positive and playful parenting journey. Distribute the poster and encourage session participants to use it as a reminder of what they have learned. Make sure to tell them if there will be another meeting. Wrap up and say bye to session participants.</p> |



Facilitator Principles and Tips

Principles of Engaging Parents

Respect

Respect and honor parents' experience and views.

Communication

Communicate warmly and openly with parents. Create an atmosphere that facilitates open sharing, discussion and shared learning.

Feedback

Give room for parents to provide feedback and inputs on learning sessions. For example, they can provide feedback on the best location and time to meet, length of meetings etc.

Goals

Work with parents to set shared goals for your parenting group.

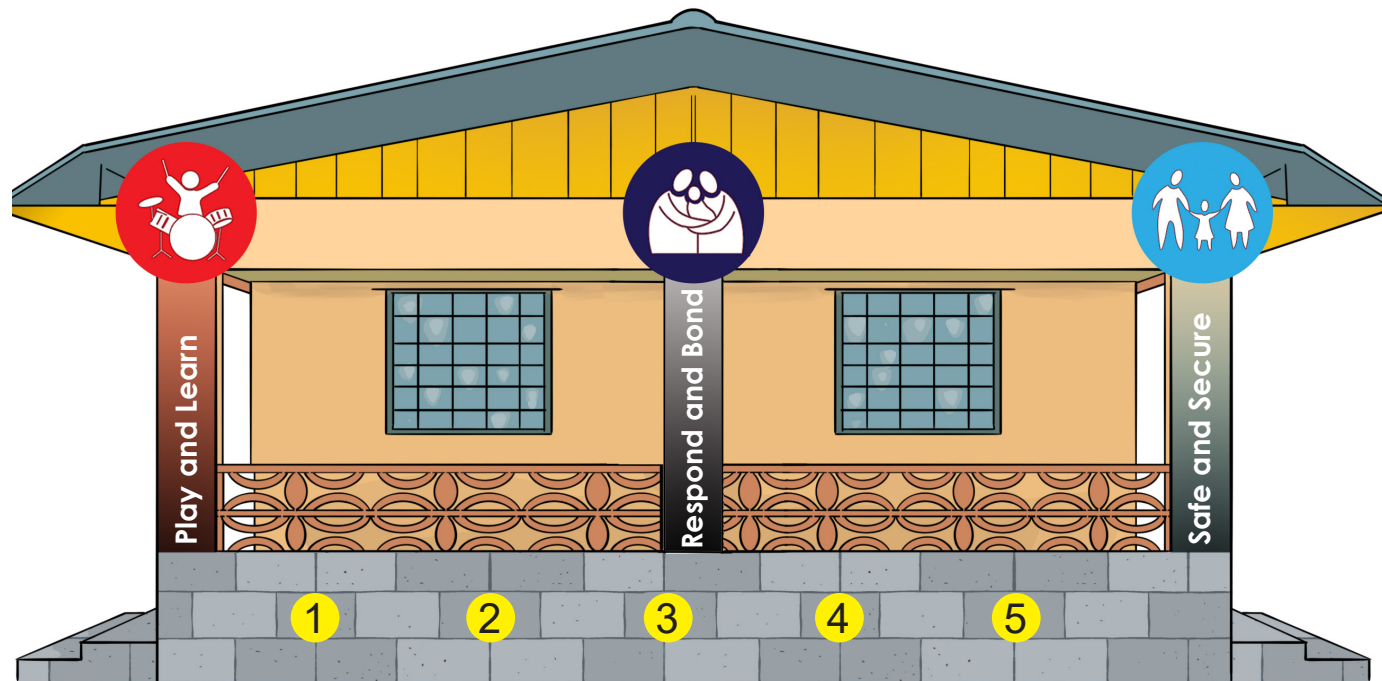
Partnership

Work with parents as equal partners on the shared positive and playful parenting journey.

Positive and Playful Parenting Facilitation Tips

- Have a set of ice breakers and warm up activities for use when the energy in the group is going down.
- Engage all parents. Ensure participation of male, female, young and old caregivers in the group.
- Use a warm, positive and non-judgmental voice when leading discussions and asking questions.
- Discuss one message and one image at a time. Avoid mixing messages and giving too much information in a short time.
- Demonstrate activities, games and actions as much as possible.
- Build, extend and expand on what parents already know about positive and playful parenting. Give positive examples from the culture.
- Ask open ended questions (**why... how...what... tell me about...**) to encourage discussion.

Module 1: Supporting My Child To Develop Their Best



- 1 ■ Parents are the best teachers, protectors and play mates of their children.
- 2 ■ Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them.
- 3 ■ Both fathers and mothers can be good nurturers and playmates of their children.
- 4 ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.
- 5 ■ A warm and loving relationship is the foundation for positive discipline!



Say: I have a short story for you! Listen carefully and then after that we can have a short discussion.

A man and woman wanted to build a house. They gathered bricks, stones, sand, cement, iron bars and other materials.

They dug a big hole and started building the foundation. "We must have a strong foundation for our house!" they said.

Ask: What kind of a house do you think this couple are building?
Why do you think they need a strong foundation for the house?

Say: Now let us think about giving our children a good foundation. Our actions as parents are what build the foundation of our children`s future. The first 5 years of a child`s life form a foundation for the rest of their lives. What happens or doesn't happen to a child in the first 5 years of life will have impact on their health, future learning, and even success in life. Can you believe that more than 90% of the brain of a child is built in the first 5 years of life!

Ask: What do you think we can do to support our children to have a strong foundation in these important first five years of life?

Say: Thank you very much! Now let us look at this picture of a house to help us learn together what we can do? What do you see?

Say: **Our children need 3 important pillars of nurturing care in order to have a strong foundation. We need to;**

- Support our children to **Play and Learn** even before birth
- **Respond and Bond** with our children from birth!
- Keep our children **Safe and Secure!**

(show each pillar and touch it with your finger as you speak)

Say: **There are also 5 important facts that form the foundation of our parenting journey. Keeping in mind these facts as we interact with our children helps them grow smart, strong and healthy. We can think of them as important building blocks in our relationship with our children. Let us go over them together! (Show and touch each brick)**

- Parents are the best teachers, protectors and play mates of their children.
- Both fathers and mothers can be good nurturers and playmates of their children.
- Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them.
- Shaking, hitting, beating can damage your child's brain, cause disability and even death.
- A warm and loving relationship is the foundation for positive discipline!

Say: Let us now share and learn together about some simple things we can do to **Play and Learn**, **Respond and Bond**, and keep our children **Safe and Secure**. Let us start with supporting our children to **Play and Learn!**



Talk and Sing to your baby all day and as part of daily routines



Play and talk even when the baby can't talk yet



Talk and sing to the baby in the big belly. They can hear you!



Name, talk and sing about things you see around you



Discuss Key Messages

Introduce the key message. Ask participants about the Image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now **“Talk and Sing to your baby all day and as part of daily routines”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see in the picture? What is happening between the parent and the child?
2. When do you think is a good opportunity to talk and sing to your baby?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Talking and Singing help the baby's brain to grow smart and strong.
- Things done daily as a family like eating, bathing are good times for talking and singing to the baby.
- Both male and female parents can and should sing and talk to the baby.
- Singing and talking helps babies and young children learn new words and improve their communication skills.
- Talk and sing to your baby even before they know how to talk and when they are still in the womb.
- Use baby sign language when playing with babies/children with hearing difficulties.
- Babies begin to learn when they are in the womb.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Bond and Build strong relationship with your baby/child



0-1 yr

Copy your baby's actions. If they smile, smile back. If they stick the tongue out, stick the tongue out too.



Have special time to hold, cuddle and bond with your baby



Play together as a family. It strengthens relationship and bonds



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say : The key message we are going to discuss now is **“Bond and Build strong relationship with your baby/child”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see on the picture?
2. When do you think is a good opportunity to bond and build a strong relationship with your baby/child(ren)?

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Babies are ready to connect and build bonds with parents as soon as they are born.
- Every time you touch, smile and talk to a baby their brain grows strong and smart.
- Strong bonds with parents help babies feel safe and secure.
- Strong bonds help babies become emotionally healthy and have strong brains.
- Playing and reading time is good for building strong relationships/bonds and attachments to babies and young children.
- Both fathers/male caregivers and mothers/female caregivers form unique and different but important bonds with children. Children need both relationships/bonds.
- Young children have a right to belong to a loving family and to build good relationships with family and other community members.

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Calm down before disciplining



0-5 yrs

Hand the baby to the other caregiver if you are stressed or angry



0-3 yrs

Pet and hold a crying baby



3-5 yrs

Take a deep breath and calm down before disciplining



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Calm down before disciplining”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. Why do you think its important to calm down before disciplining a child?

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Petting and holding a crying baby does not spoil a child but instead it helps the child learn how to calm themselves down. It also helps the baby cry less and build trust with the caregiver.
- Disciplining a child when upset or angry can cause a parent to be unnecessarily harsh. Take a minute to calm down before disciplining the child.
- Shaking, beating and hitting children can lead to injury and even death.
- Shouting at children, ignoring their cries for help or neglecting them damages the brain.
- You can give your child to another adult. walk out if you are too angry to discipline them calmly.
- Children have a right to be protected from harm including from harsh punishments and negative disciplining.
- You are the best protector of your child.

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Take care of your body and mind



Take time to relax and take care of yourself when you have big belly



Talk to friends and people you trust



Enjoy dancing and physical exercise



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Take care of your body and mind”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. Why do you think its important for parents to take care of their body and mind?
3. What is one activity you like to do to take care of yourself?

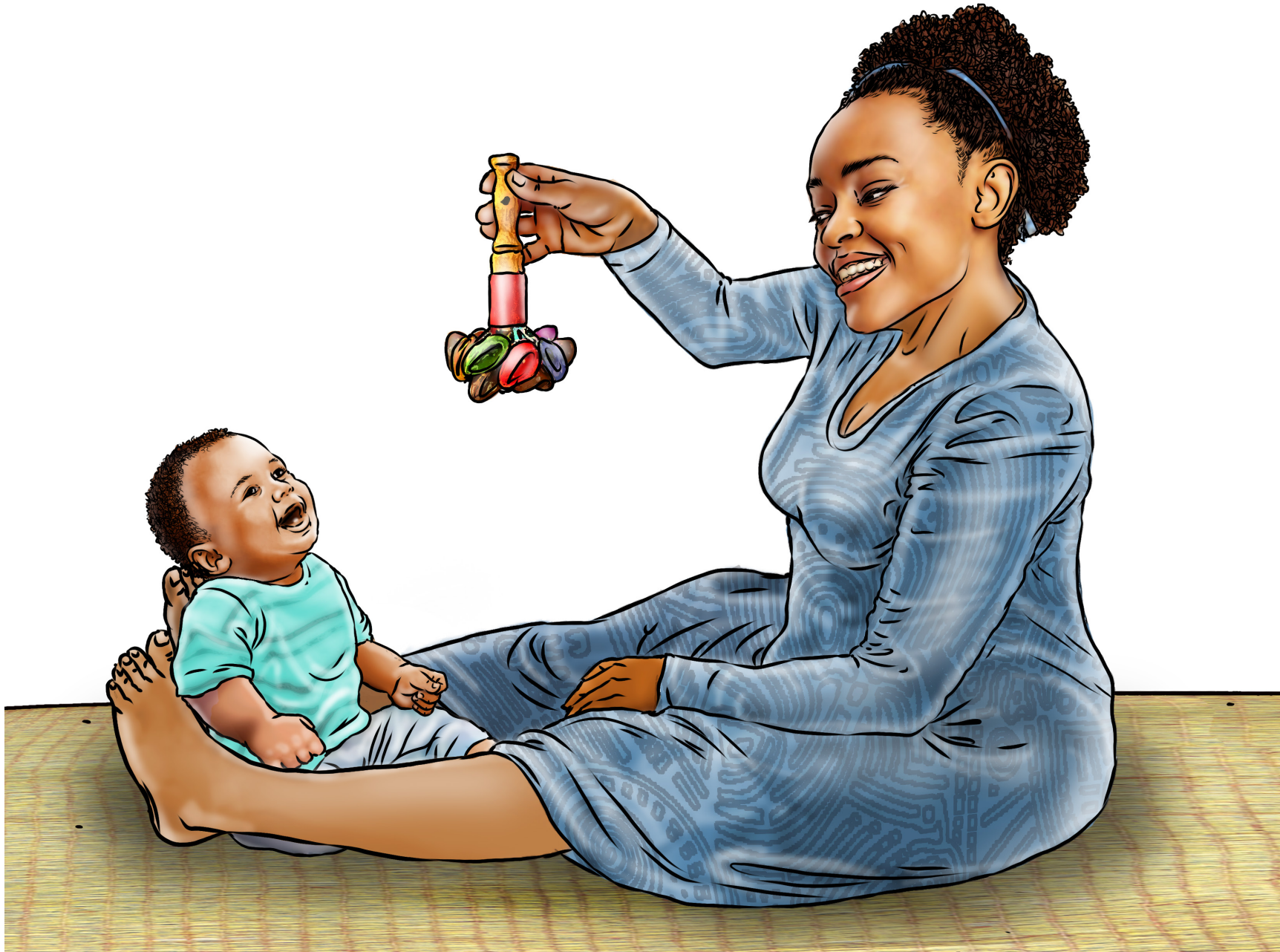
Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- When you are not well it affects your baby/ young child's health and development.
- Babies and young children can take in the stress from their adult caregivers which affects their development.
- Both male and female caregivers need to take time to care of their bodies and minds.
- Parenting can sometimes be stressful. Talk to a friend or a health worker if you are feeling stressed or overwhelmed.
- Simple activities like physical exercise, doing an activity you enjoy, listening to music, going for a support group meeting, talking to friends, praying or meditating help us have good mental health.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Use your body to support good sitting position for interactions, play and feeding of children with disability



Adapting to the needs of children with disability

Share tips on how to adapt activities and make accommodations for children with disability

Say: Thanks for a very good discussion so far. Now, I have a question about how we can adapt the activities we have discussed for children with disability.

Ask: Can someone share any ideas on how we can adapt the actions and activities we discussed for children with disability?

Say: Thank you! Let us look at this picture and think of how these parents are supporting their child who has a disability

Show the picture on the alternate side of the flipchart

Say: In this picture the caregiver is using her legs to support a baby who has muscle control challenges so that the baby can enjoy playing. **You can use your body to support good sitting position for interactions, play and feeding of children with disability**

Say: Let us also remember that, children learn at different paces. You may need to repeat and do games/ activities over and over for children with disability. You can also adjust the pace according to your child's needs.

Say: Caregivers of children with disabilities can adapt the environment, play toys, play position etc to ensure that children with disabilities enjoying playing and learning.

Say: We should always remember that all children can learn and develop even if they do so at different paces. Let us support all children with and without disabilities by playing, talking, bonding and keeping them safe and secure



“Let’s Practice!”



Name, talk and sing about things you see around you



Copy your baby’s actions. If they smile, smile back. If they stick the tongue out. Stick the tongue out



Demonstrate activities/actions

If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart.

- You can also demonstrate it for the parents. You can use a doll if needed.
- During the demonstration, observe if parents are displaying the characteristics of a good caregiver-child interaction including **smiling, using a warm happy voice, maintaining eye contact and using many words** when practicing engagement and play with children.
- Praise parents for doing it well.

Say: Now, let us role play and demonstrate one or two of the activities we learned today.

Ask: Can someone come and demonstrate how to **“Name, talk and sing about things you see around you”**

Show the picture to the caregivers as a reminder

Then,

Say: Can someone demonstrate the activity **“Copy your baby’s actions.”**

Show the picture to the caregivers as a reminder



■ Parents are the best teachers, protectors and play mates of their children



Review and Good Bye

Say: We are coming to the end of our meeting today. Before leaving let us look at one picture together to remind us about the building blocks for our positive and playful parenting journey.

Ask: Which building block does this picture remind you of?

Say: Fantastic! Parents are the best teachers, protectors and play mates of their children.

Ask: Now, who can remind us about the other 4 building blocks?

(Wait for parents to answer)

Say: Yes! The important building blocks on our positive and playful parenting journey is remembering that;

■ ■ Parents are the best teachers, protectors and play mates of their children.

■ ■ Both fathers and mothers can be good nurturers and play mates of their children.

■ ■ Learning begins even before birth. Your baby's brain grows everytime you touch, hug, play, read, talk and tell stories to them.

■ ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.

■ ■ A warm and loving relationship is the foundation for positive discipline!

Say: Now let us remember to continue to support our children to **Play and Learn** even before birth, **Respond and Bond** with them, and help keep them **Safe and Secure!**

Say: Good bye and see you next time!

Module 2: Play and Learn



Talk, Sing, Read, Play, Count to help your baby learn from even before birth



Say: I have a short story for you! Listen carefully and then after that we can have a short discussion.

One day James visited his neighbor John. James was surprised to see John playing “Peek a Boo” with his seven months old baby. “I wonder what is wrong with John!” James thought. “Why would he be talking and playing with a baby who can’t even talk?” “What a strange thing to do!” he thought. Before he could continue with his thoughts, John noticed him and paused what he was doing. “Welcome my dear friend James!” John said! Have you seen how smart my daughter is already! Seven months and very smart! I recently learnt about playing with babies and how it helps their brains grow. But, the most amazing thing is how my daughter reacts. She respond to my play with sounds, she opens her eyes wider! She even has a favorite game. She loves “Peek a Boo”! It`s soo amazing!”

Ask: Why do you think James is surprised by John`s interaction with his daughter?

What can you tell James to convince him that playing with a baby who can`t talk yet is good?

Say: Correct! Thank you for your great suggestions and advice for James! Playing games like “Peek a Boo” helps babies learn many things like the fact that an object exists even when one can`t see it. The baby learns that even when they can`t see your face hidden behind the hands you are still there. Babies learn new words, strengthen their muscles and learn many other things when we play with them.

Say: Simple activities such as singing, reading, playing, hugging, praising the child help the baby`s brain to grow. But, hitting, shouting, shaking, neglect damage the baby`s brain!

Say: Let us remember that a child`s foundation for learning is built in the first 5 years of life and that more than 90% of the brain of a child is built in the first 5 years of life.

Say: Remember, our children need 3 important pillars of nurturing care in order to have a strong foundation. We need to;

- Support our children to **Play and Learn** even before birth
- **Respond and Bond** with our children from birth!
- Keep our children **Safe and Secure!**

Say: There are also 5 important facts that form the foundation of our parenting journey. Keeping in mind these facts as we interact with our children helps them grow smart, strong and healthy. We can think of them as important building blocks in our relationship with our children. Let us go over them together!

- Parents are the best teachers, protectors and play mates of their children.
- Both fathers and mothers can be good nurturers and play mates of their children.
- Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them.
- Shaking, hitting, beating can damage your child's brain, cause disability and even death.
- A warm and loving relationship is the foundation for positive discipline! .

Say: Let us now share and learn together about some simple things we can do to **Play and Learn with our babies and young children.**



Read and tell stories to your child



Tell oral stories to your children to build their language



Describe and talk about pictures with your baby/child



Read picture books with your children



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **"Read and tell stories to your child"**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see on the picture? What is happening between the parent and the child?
2. When is a good time for reading or story telling in your daily routine?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Reading and story telling helps the child build their language skills.
- Even when you are not able to read you can enjoy a book with your child by looking and talking about the pictures!
- Read and tell stories even before a baby can talk. The baby is learning new words and sounds every time you read or tell stories to them.
- Notice a story or book that your child loves and read it to them as often as they want. Young children like to listen to the same story over and over again.
- Point at pictures, use a dramatic and playful voice and ask questions during and after reading or telling a story. It will build the baby's thinking skills.
- When your child is able to talk, let them lead the story telling and reading too. It builds their confidence.
- Both fathers and mothers can be good story tellers!
- You are the best teacher of your child.

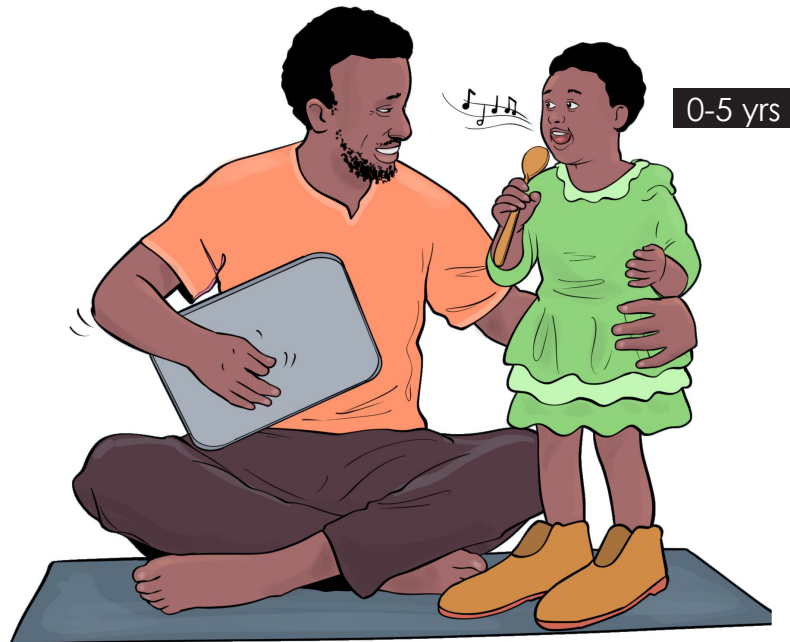
Move to the next page and share the key message and walk through the illustrated actions/activities 



Play all day and as part of the daily routines



Play with your hands



Play pretend with boxes, spoons and other items at home



Play outside



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Play all day and as part of the daily routines”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. What are some of the reasons why we don't play with our children enough?
3. What are some solutions to those challenges?

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Babies and young children learn through play
- You are your child's best playmate! Both fathers and mothers can be great playmates.
- Playing helps babies' and young children's brains grow.
- Smile and use many words during play. It helps the baby/young child become smart.
- You can play with or without play items or toys. You can also play with household items like pots and pans.
- Make sure play items are not sharp, too small or broken as they can cause harm to children.
- Children who have disabilities enjoy playing but games and the play environment may need to be adjusted or “fixed” to accommodate their needs.
- Daily household activities and routines such as bathing, washing clothes, taking walks etc are good opportunities for playing with children.
- Playing is a child's right.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Number and count things around you



Name and count body parts even before baby can talk



Hunt for numbers in the environment



Play number games with your child



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Number and count things around you”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. Do you play some maths games with your baby or young child?
Can you share with the group?
3. How can an illiterate parent support their young child learn about numbers and counting?

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Babies are ready for learning about maths immediately after birth. You can play simple counting games with hands even before a baby is able to talk back. It helps their brain to grow!
- Both mothers and fathers can play number games as part of daily routines such as cooking, cleaning e.t.c
- Ask the child to count, sort and arrange household items, fruits, vegetables, clothes. It will help them with their maths and build their brain.
- Ask questions, expand on their answers, praise and encourage the child during the play activities.
- Non - literate parents can also support their children learn about numbers and counting through oral counting and using tangible items in the home, without reading or writing numbers.
- You are the best teacher of your child.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Modify the play space by adding or removing items to make it easy to play



Adapting to the needs of children with disability

Share tips on how to adapt activities and make accommodations for children with disability

Say: Thanks for a very good discussion so far. Now, I have a question about how we can adapt the activities we have discussed for children with disability.

Ask: Can someone share any ideas on how we can adapt the actions and activities we discussed for children with disability?

Say: Thank you! Let us look at this picture and think of how these parents are supporting their child who has a disability.

Show the picture on the alternate side of the flipchart

Say: This recommended action is **“Modify the play space by adding or removing items to make it easy to play.”**

Say: Children with disability have a right to play and equally benefit from playing and learning through play.

Say: Children who have disabilities also enjoy playing but games and the play environment may need to be adjusted or “fixed” to accommodate their needs.

Say: Let us remember that, **“All children can learn and develop with support from parents.”**

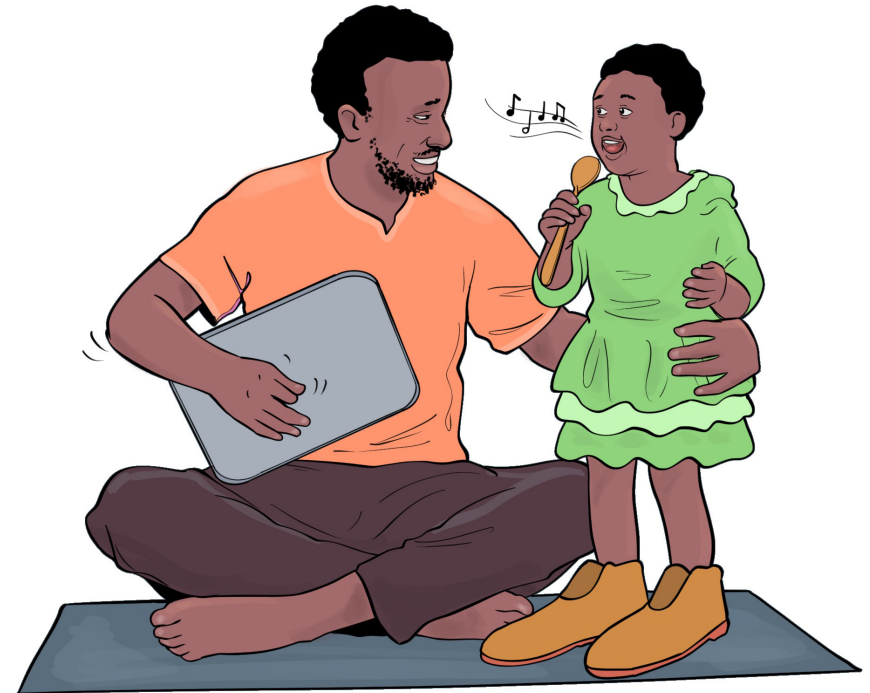
Say: So, caregivers of children with disabilities can adapt the environment, play materials, play position e.t. c to ensure that children with disabilities enjoying playing and learning.



“Let’s Practice!”



Hunt for numbers in the environment



Play pretend with boxes, spoons and other items at home



Demonstrate activities/actions

If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart.

- *You can also demonstrate it for the parents. You can use a doll if needed.*
- *During the demonstration, observe if parents are displaying the characteristics of a good caregiver-child interaction including **smiling, using a warm happy voice, maintaining eye contact and using many words** when practicing engagement and play with children.*
- *Praise parents for doing it well.*

Say: Now, let us role play and demonstrate one or two of the activities we learned today.

Ask: Can someone come and demonstrate how to **“ Hunt for numbers in the environment ”**

Show the picture to the caregivers as a reminder

Then,

Say: Can someone demonstrate the activity **“ Play with blocks, boxes and other items ”**

Show the picture to the caregivers as a reminder



Learning begins even before birth. Your baby's brain grows everytime you touch, hug, play, read, talk and tell stories to them.



Review and Good Bye

Say: We are coming to the end of our meeting today. Before leaving, let us look at one picture together to remind us about the building blocks for our positive and playful parenting journey.

Ask: Which building block does this picture remind you of?

Say: Fantastic! Learning begins even before birth. Your baby's brain grows everytime you touch, hug, play, read, talk and tell stories to them. Parents are the best teachers, protectors and play mates of their children.

Ask: Now, who can remind us about the other 4 building blocks?

(Wait for parents to answer)

Say: Yes! The important building blocks on our positive and playful parenting journey is remembering that;

■ ■ ■ Parents are the best teachers, protectors and play mates of their children.

■ ■ ■ Both fathers and mothers can be good nurturers and play mates of their children.

■ ■ ■ Learning begins even before birth. Your baby's brain grows everytime you touch,hug,play, read, talk and tell stories to them.

■ ■ ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.

■ ■ ■ A warm and loving relationship is the foundation for positive discipline!

Say: Now let us remember to continue to support our children to **Play and Learn** even before birth, **Respond and Bond** with them, and help keep them **Safe and Secure!**

Say: Good bye and see you next time!

Module 3: Respond and Bond



Crying is one of the ways babies communicate. Calming the baby helps them learn to calm themselves, cry less and build trust. Calming and soothing the baby helps their brain grow stronger!



Say: I have a short story for you! Listen carefully and then after that we can have a short discussion.

Baby Tobi is laying on a soft mat under the tree. Her mother is washing clothes next to her. Suddenly baby Tobi begins to move her head from side to side. She seems to be looking for something. After a while she begins to whimper softly. Then she starts to cry, first slowly and then loudly. Her cries become louder and louder. The father comes quickly and picks her up! He sings softly and baby Tobi begins to calm down. Soon she is laughing and making happy sounds.

Ask: Why do you think baby Tobi is crying? What signals did baby Tobi give before crying? What could the mother have done differently?

Say: You are correct! Maybe baby Tobi is bored and wants a small cuddle. The mother could have kept Tobi engaged by talking and singing while doing her washing.

Say: Let us also remember that;

- Crying is one of the signals babies give to ask for help from parents/caregivers. But, crying is usually the last signal. Babies try to communicate through other cues and signals before crying.
- It is important to notice and respond to the baby's cues and signals in a timely and appropriate manner.
- It is also very important to engage in back and forth interaction with your child. When the baby smiles, smile back, when the baby coos, coo back, when the baby makes some sound, repeat the sound back. This builds a good bond with the child and helps the baby's brain to grow.

Say: It is very good that Tobi's father came to quickly calm Tobi. Fathers are as good at nurturing babies as mothers.

Say: Let us remember that a child's foundation for learning is built in the first 5 years of life and that more than 90% of the brain of a child is built in the first 5 years of life.

Say: **Remember, our children need 3 important pillars of nurturing care in order to have a strong foundation. We need to;**

- Support our children to **Play and Learn** even before birth
- **Respond and Bond** with our children from birth!
- Keep our children **Safe and Secure!**

Say: **There are also 5 important facts that form the foundation of our parenting journey. Keeping in mind these facts as we interact with our children helps them grow smart, strong and healthy. We can think of them as important building blocks in our relationship with our children.**

- Parents are the best teachers, protectors and play mates of their children.
- Both fathers and mothers can be good nurturers and play mates of their children.
- Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them.
- Shaking, hitting, beating can damage your child's brain, cause disability and even death.
- A warm and loving relationship is the foundation for positive discipline! (Show and touch each brick).

Say: **Let us now share and learn together about some simple things we can do to Respond and Bond with our babies and young children.**



Respond to your baby's signals and cues



Notice and respond to the interests of all babies during play including children with disability



Respond to your baby's signals and needs for a nap, feeding, playing, nappy change, etc.



Show love, use a warm voice, maintain eye contact and smile



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Respond to your baby’s signals and cues”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see on the picture?
2. What is happening between the parent and the child?
3. What do you think the child is benefiting from that activity or interaction?

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Babies are ready to connect and build bonds with parents as soon as they are born.
- Every time you touch, smile and talk to a baby their brain grows strong and smart.
- Strong bonds with parents help babies feel safe and secure.
- Strong bonds help babies become emotionally healthy and have strong brains.
- Playing and reading time is a good opportunity to build strong relationships/bonds and attachments to babies and young children.
- Both fathers/male caregivers and mothers/female caregivers form unique and different but important bonds with children. Children need both relationships/bonds.
- Young children have a right to belong to a loving family and to build good relationships with family and other community members.

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Set a stable routine for your child/baby



Bath first



then feed



then sleep



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Set a stable routine for your child/baby”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the three pictures?
2. Do you also have activities that you do repeatedly or do the exact same way every day?
3. Why do you think it is good to have these set routines?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- A stable routine for the baby involves doing the same activities in the same order or sequence so that the baby is able to tell what is coming next based on what is happening now. For example, a bed time routine can be Eat - Brush your teeth - Read - Sleep.
- Young children need the love and care of both fathers and mothers from birth in order to grow and develop well!
- Stable and predictable routines help the baby to feel safe and secure. They always know what is coming.
- Stable and predictable routines help the baby's brain to grow through repeated actions.
- Stable and predictable routines reduce instances of undesirable behaviour from young children.
- Stable and predictable routines make it easy to find opportunities for special time with the child while also doing daily chores.

Move to the next page and share the key message and walk through the illustrated actions/activities 



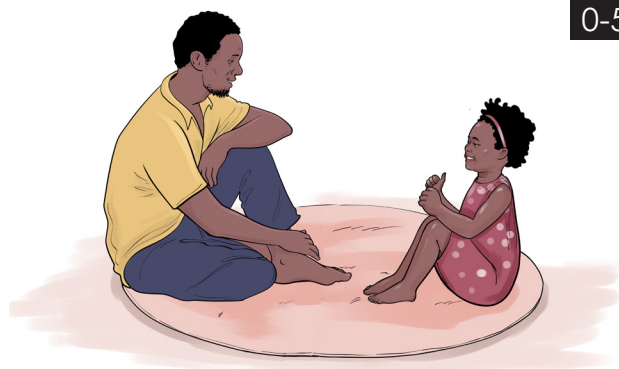
A Father is as nurturing as a mother



0-5 yrs

Morning routine : Count and Bath

Give your baby a bath every morning! While bathing, count bodyparts, talk about the size, texture, smell and color of bath items and clothes.



0-5 yrs

My weekend story time

Every weekend, spend time telling your child stories and teaching them about your culture and family values.



0-5 yrs

Evening routine : Walk and Talk

Take a walk in the neighbourhood. During the walk, describe and name everything that you see! You can also play a guessing game where you describe a thing that you see and your child guesses what it is.



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“A Father is as nurturing as a mother”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see in the picture?
2. What do you think the child and father are feeling?
3. What do you think is the special contribution of fathers to children`s learning and development?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Both fathers and mothers can be good nurturers of young children!
- Children need the love of both male and female caregivers to develop strong brains.
- Fathers can include playing, talking, story telling, bonding with their babies and young children in their daily routines.
- Fathers who engage with their children are happier and more productive at work.
- Playing, Bonding and Talking to children is good for fathers too! It helps reduce stress and improves the wellbeing of fathers.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Include and involve children with a disability in all family bonding activities including play, talking and relaxing together



Adapting to the needs of children with disability

Share tips on how to adapt activities and make accommodations for children with disability

Say: Thanks for a very good discussion so far. Now, I have a question about how we can adapt the activities we have discussed for children with disability.

Ask: Can someone share any ideas on how we can adapt the actions and activities we discussed for children with disability?

Say: Thank you! Let us look at this picture and think of how these parents are supporting their child who has a disability.

Show the picture on the alternate side of the flipchart

Say: This recommended action is **“Include and involve children with a disability in all family bonding activities including play, talking and relaxing together.”**

Say: Children with disability also need opportunities to build strong connection with caregivers, their siblings and other family members.

Say: Children with intellectual disability may need more time and patience to build relationships and feel comfortable with the wider family. Be patient and find many opportunities to do activities together.

Say: Build on your child’s interest to plan activities that they can enjoy and participate in.



“Let’s Practice!”



Respond to your baby’s signals and needs for a nap, feeding, playing, nappy change, etc.



Evening routine : Walk and Talk



Demonstrate activities/actions

If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart.

- You can also demonstrate it for the parents. You can use a doll if needed.
- During the demonstration, observe if parents are displaying the characteristics of a good caregiver-child interaction including **smiling, using a warm happy voice, maintaining eye contact and using many words** when practicing engagement and play with children.
- Praise parents for doing it well.

Say : Now, let us role play and demonstrate one or two of the activities we learned today.

Ask: Can someone come and demonstrate how to “**Respond to your baby`s signals and needs for a nap, feeding, playing, nappy change, etc.**”

Show the picture to the caregivers as a reminder

Then,

Say: Can someone demonstrate the activity “**Evening routine : Walk and Talk**”

Show the picture to the caregivers as a reminder



■ Both fathers and mothers can be good nurturers and play mates of their children.



Review and Good Bye

Say: We are coming to the end of our meeting today. Before leaving let us look at one picture together to remind us about the building blocks for our positive and playful parenting journey.

Ask: Which building block does this picture remind you of?

Say: Fantastic! Both fathers and mothers can be good nurturers and play mates of their children. Parents are the best teachers, protectors and play mates of their children.

Ask: Now, who can remind us about the other 4 building blocks?

(Wait for parents to answer)

Say: Yes! The important building blocks on our positive and playful parenting journey is remembering that;

■ ■ ■ Parents are the best teachers, protectors and play mates of their children.

■ ■ ■ Both fathers and mothers can be good nurturers and play mates of their children.

■ ■ ■ Learning begins even before birth. Your baby's brain grows everytime you touch,hug,play, read, talk and tell stories to them.

■ ■ ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.

■ ■ ■ A warm and loving relationship is the foundation for positive discipline!

Say: Now let us remember to continue to support our children to **Play and Learn** even before birth, **Respond and Bond** with them, and help keep them **Safe and Secure!**

Say: Good bye and see you next time!

Module 4: Safe and Secure



Cooperating and showing love to your partner makes your child feel safe and secure



Say: I have a short story for you! Listen carefully and then after that we can have a short discussion.

Sarah and Kamara have been married for 10 years. They were fighting a lot at home and could not agree on anything. They have two children: a ten year old boy named Sumo and a 2 year old girl named Mary. Sumo was always getting in trouble for fighting at school and Mary was often found hiding under the bed when her parents were fighting. One day Sarah and Kamara received counseling from the social worker at the children's school. The social worker told them that their fights were affecting their children's learning and wellbeing. So, they decided to change. Now, they are a happy and loving couple. They have noticed that their little daughter, Mary, is happy. She likes to play close to them. She is growing into a confident and happy girl! Their son's behavior has also improved and he is now learning well at school.

Ask: How do you think Sarah and Kamara's fights affected their children?
How did Sarah and Kamara solve their problem?

Say: Thank you very much! It is true that our actions as parents affect our children. Fighting and violence in the home even when not directed at the child harms the child. Fear and stress damage the baby's brain and cause the baby to also learn violence. Children need a happy and peaceful home in order to develop well.

Say: If parents or other adults in the home have conflicts they should seek help from social workers or other experts. Even talking to a trusted friend can help!

Say: Parents are the best and first protectors of young children.

Say: Parents should also find positive ways to teach children rules and how the world works. For example, calmly explain to them what you want them to do over and over. Shaking, hitting, spanking can cause disability, and even death.

Say: Let us remember that a child's foundation for learning is built in the first 5 years of life and that more than 90% of the brain of a child is built in the first 5 years of life.

Say: **Remember, our children need 3 important pillars of nurturing care in order to have a strong foundation. We need to;**

- Support our children to **Play and Learn** even before birth
- **Respond and Bond** with our children from birth!
- Keep our children **Safe and Secure!**

Say: **There are also 5 important facts that form the foundation of our parenting journey. Keeping in mind these facts as we interact with our children helps them grow smart, strong and healthy. We can think of them as important building blocks in our relationship with our children.**

- Parents are the best teachers, protectors and play mates of their children.
- Both fathers and mothers can be good nurturers and play mates of their children.
- Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them.
- Shaking, hitting, beating can damage your child's brain, cause disability and even death.
- A warm and loving relationship is the foundation for positive discipline! (Show and touch each brick).

Say: **Let us now share and learn together about some simple things we can do to keep our babies **Safe and Secure.****



Praise and Explain rules



Praise the baby/child for doing good things



Make discipline and learning rules fun! Use songs and games to teach your child rules and routines



Set your family rules and values together with your children



Discuss Key Messages

Introduce the key message. Ask participants about the Image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Praise and Explain rules”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. What do you think the children are learning ?

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

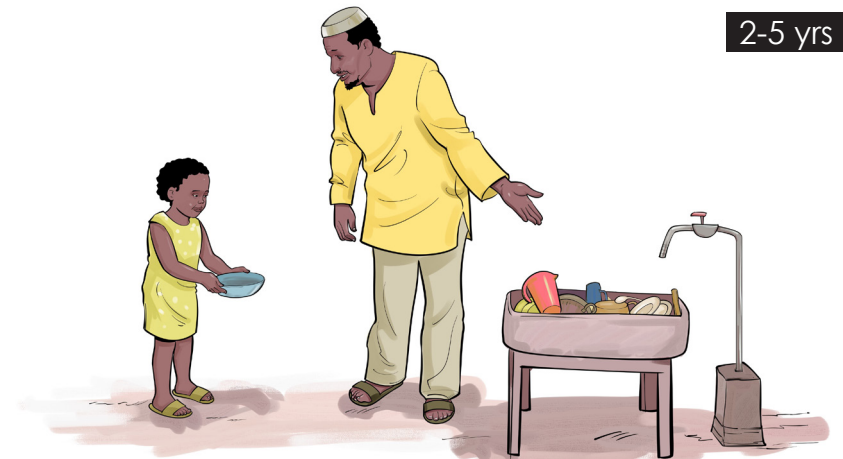
- Praise your child for doing good! Praising your child for good behavior makes them do the good actions even more!
- Young children are still learning the rules of the adult world. Calmly explain to them what you want them to do over and over
- Tell the child what you want them to do instead of what you don't want them to do. For example, instead of saying “Don't stand on the table! Don't stand on the chair! Say “Stand on the floor and sit on the chair. Happy feet on the floor and happy bums on the chair”
- Use a calm, friendly but firm voice when explaining the rules to children.
- Again, praise the child for small and big efforts.
- Children have a right to be protected from harm including from harsh punishment and negative disciplining.
- You are the best teacher of your child!

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Use positive discipline strategies



Explain and teach the child what you want them to do instead of what you don't want them to do



2-5 yrs



Tell your child what is coming next and give them a reminder when it's almost time to switch activities



3-5 yrs

Ask the child to "Think on It". Ask you child (older child) to quietly think about their actions and fix their mistakes



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Use positive discipline strategies”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. What are the parents doing?
3. What do you think the children are learning ?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Stable and predictable routines reduce instances of undesirable behaviour from young children.
- Use songs and games to teach your child new rules.
- Young children are still learning rules so be patient with them. Repeat the guidance over and over.
- Tell your child what you want them to do, not what you don't want them to do. Foreexample, say “Use walking feet inside the house! Instead of saying “Stop running in the house!”
- A warm and loving relationship is the foundation for positive discipline!

Move to the next page and share the key message and walk through the illustrated actions/activities 



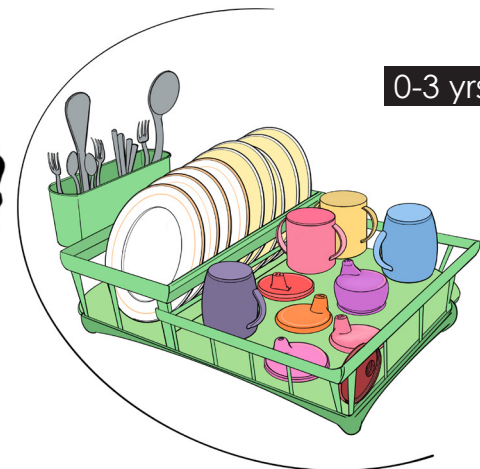
Protect your baby from physical harm and abuse



Leave your baby with a trusted adult caregiver. Never leave your baby alone or with a young child



Keep away sharp and poisonous items from the baby's play area



Cover the baby's drinking cup to prevent and supervise feeding drowning from water or other liquid. The baby can drown in less than a quarter litre of liquid



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Protect your baby from physical harm and abuse”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What do you see in the picture?
2. What other actions can you take to keep your child safe at home?

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Remove dangerous items from the baby's play area.
- Cover water containers to protect your child from drowning! A young child can drown in less than a quarter litre of water in a cup or other open container.
- Remove old and broken toys from the play space.
- Do not leave your young child alone or with another child of less than 12 years. Leaving a child alone exposes them to abuse and harm.
- Parents are the best and first protectors of young children.
- Shaking, hitting, beating can cause disability, and even death.

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Adapt the sitting position, texture of food, feeding utensils e.t.c to ensure that the child`s right to good nutrition and care is not violated



Adapting to the needs of children with disability

Share tips on how to adapt activities and make accommodations for children with disability

Say: Thanks for a very good discussion so far. Now, I have a question about how we can adapt the activities we have discussed for children with disability.

Ask: Can someone share any ideas on how we can adapt the actions and activities we discussed for children with disability?

Say: Thank you! Let us look at this picture and think of how these parents are supporting their child who has a disability

Show the picture on the alternate side of the flipchart

Ask: What protection and safety strategy is reflected in this image?

Say: Thank you very much! Children with disability are at risk of face abuse and neglect around the feeding routines. Caregivers should adapt the sitting position, texture of food, feeding utensils e.t.c to ensure that children`s right to good nutrition and care is not violated.

Say: Neglecting feeding and nutrition of children with disability can cause secondary disability and other developmental challenges and even death.



“Let’s Practice!”



Praise the baby/child for doing good things



Ask the child to “Think on It”. Ask you child (older child) to quietly think about their actions and fix their mistakes



Demonstrate activities/actions

If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart.

- You can also demonstrate it for the parents. You can use a doll if needed.
- During the demonstration, observe if parents are displaying the characteristics of a good caregiver-child interaction including **smiling, using a warm happy voice, maintaining eye contact and using many words** when practicing engagement and play with children.
- Praise parents for doing it well.

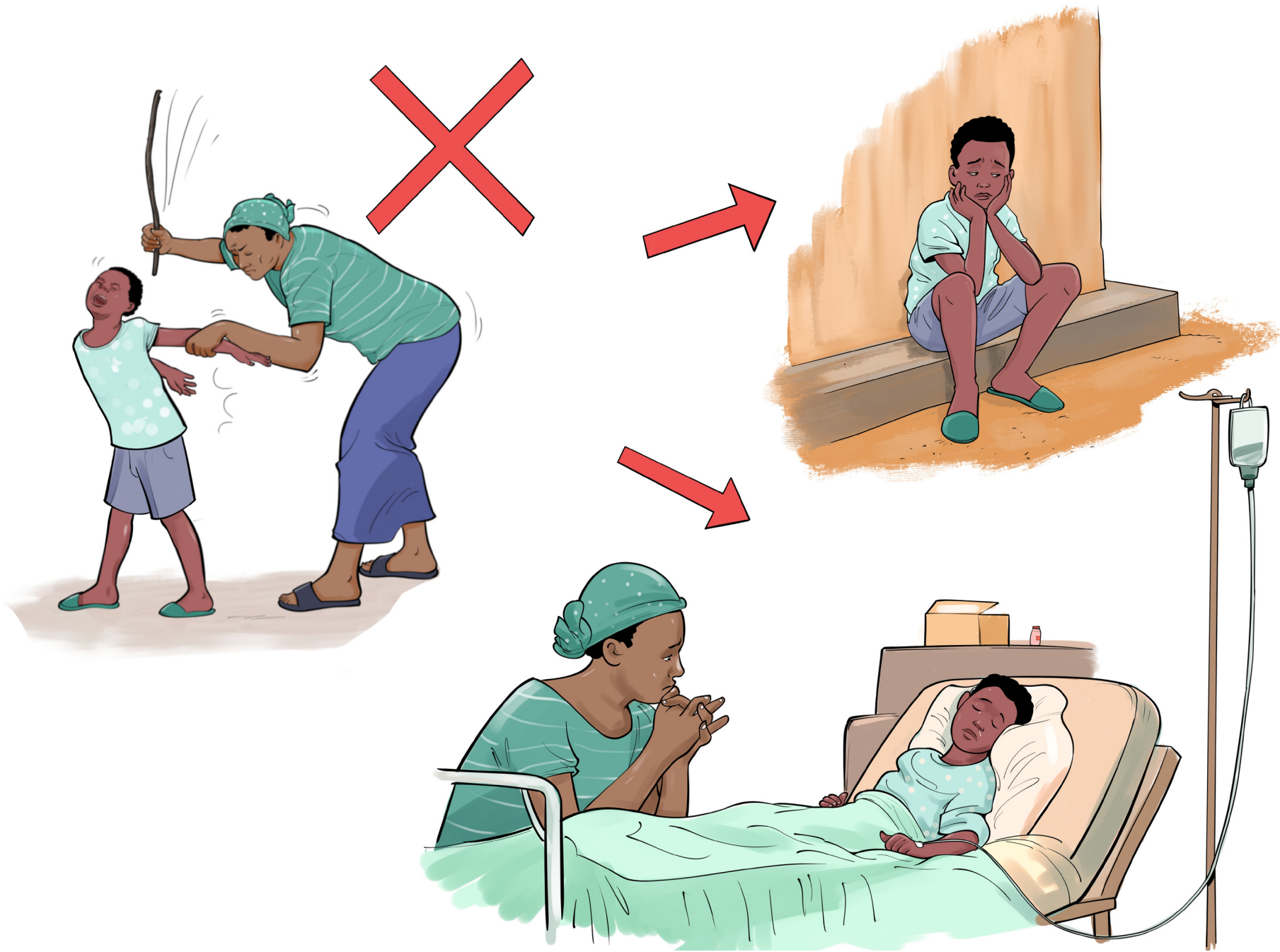
Say: Now, let us role play and demonstrate one or two of the activities we learned today.

Ask: Can someone come and demonstrate how to **“Praise the baby/child for doing good things.”**

Show the picture to the caregivers as a reminder

Then,

Say: Can someone demonstrate the activity **“Ask the child to “Think on It”. Ask you child (older child) to quietly think about their actions and fix their mistakes“**



■ Shaking, hitting, beating can damage your child's brain, cause disability and even death



Review and Good Bye

Say: We are coming to the end of our meeting today. Before leaving let us look at one picture together to remind us about the building blocks for our positive and playful parenting journey.

Ask: Which building block does this picture remind you of?

Say: Fantastic! Shaking, hitting, beating can damage your child's brain, cause disability and even death. Parents are the best teachers, protectors and playmates of their children.

Ask: Now, who can remind us about the other 4 building blocks?

(Wait for parents to answer)

Say: Yes! The important building blocks on our positive and playful parenting journey is remembering that;

■ ■ Parents are the best teachers, protectors and play mates of their children.

■ ■ Both fathers and mothers can be good nurturers and play mates of their children.

■ ■ Learning begins even before birth. Your baby's brain grows everytime you touch,hug,play, read, talk and tell stories to them.

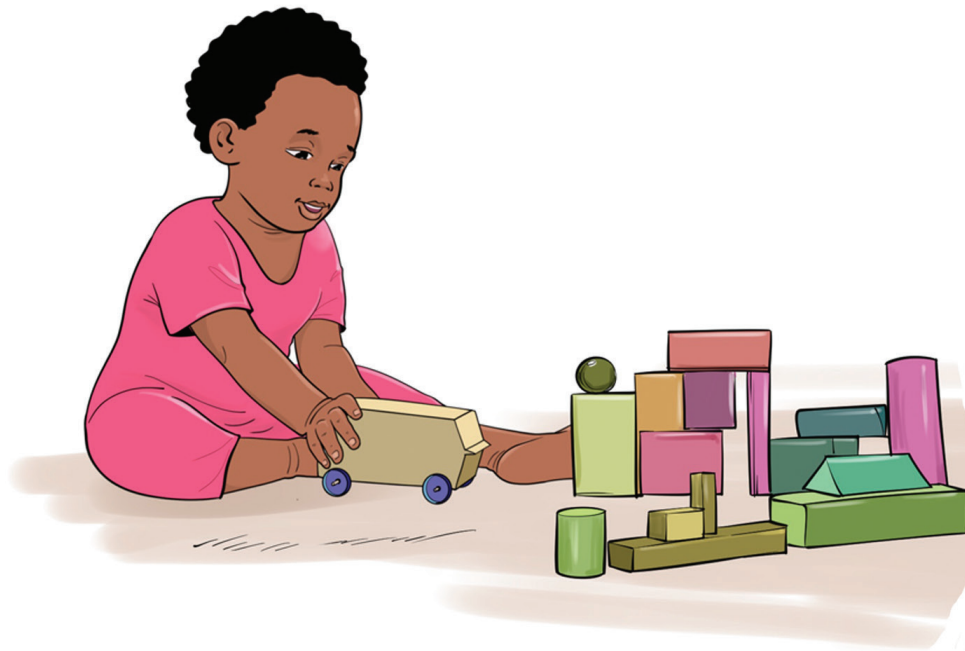
■ ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.

■ ■ A warm and loving relationship is the foundation for positive discipline!

Say: Now let us remember to continue to support our children to **Play and Learn** even before birth, **Respond and Bond** with them, and help keep them **Safe and Secure!**

Say: Good bye and see you next time!

Module 5: Support your boys and girls to play and learn



Play is children`s work! Let boys and girls play all the games they want! Do not limit them because of their gender



Say: I have a short story for you! Listen carefully and then after that we can have a short discussion.

Mary and Peter have twin children named Jana and Joni. Although Jana and Joni are twins they like different things. Joni, the boy, likes to pretend play with pots and pans. He imitates his mum and Dad cooking and serving meals for the family, making up stories about big get togethers. Jana, the girl on the other hand, likes building things. She likes building towers with boxes, and she likes pretend driving cars and she spends time trying to fix things. Just yesterday, she tried to “open” the family radio to find out where the voices are coming from! “I think we have a little engineer in the making!” Her mother, Mary, told Peter, her father about Jana. “And a story teller in the making in Joni! Have you seen how he makes up stories and little dramas when he plays?” Peter responded! “Our children are so talented!” He added!

Ask: What do you think Mary and Peter can do to support their son and daughter to continue learning through play? Was there anything interesting or surprising about the way the two children play?

Say: You are correct! Mary and Peter can join in the pretend play with the twins. Did you know that pretend play helps children develop creativity and curiosity? Pretend play makes children smart! It helps them learn many skills which they need for school.

Say: Jana and Joni also remind us that different children like different types of play. Every child is unique. Let your boys and girls play all the games they want! Do not limit them because of their gender.

Say: Play is children`s work! Join in by asking the children to describe what they are doing, what is coming next e.t.c

Say: Let us remember that a child`s foundation for learning is built in the first 5 years of life and that more than 90% of the brain of a child is built in the first 5 years of life.

Say: **Remember, our children need 3 important pillars of nurturing care in order to have a strong foundation. We need to;**

- Support our children to **Play and Learn** even before birth
- **Respond and Bond** with our children from birth!
- Keep our children **Safe and Secure!**

Say: **There are also 5 important facts that form the foundation of our parenting journey. Keeping in mind these facts as we interact with our children helps them grow smart, strong and healthy. We can think of them as important building blocks in our relationship with our children.**

- Parents are the best teachers, protectors and play mates of their children.
- Both fathers and mothers can be good nurturers and play mates of their children.
- Learning begins even before birth. Your baby`s brain grows every time you touch, hug, play, read, talk and tell stories to them.
- Shaking, hitting, beating can damage your child`s brain, cause disability and even death.
- A warm and loving relationship is the foundation for positive discipline!

Say: **Let us now share and learn together about some simple things we can do to **Play and Learn** with our babies and young children**

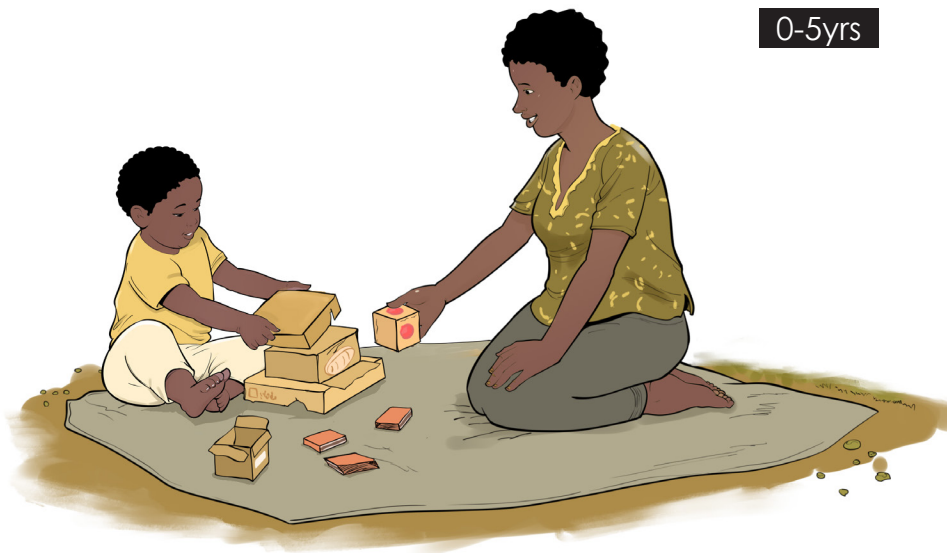


Make and play using home made toys



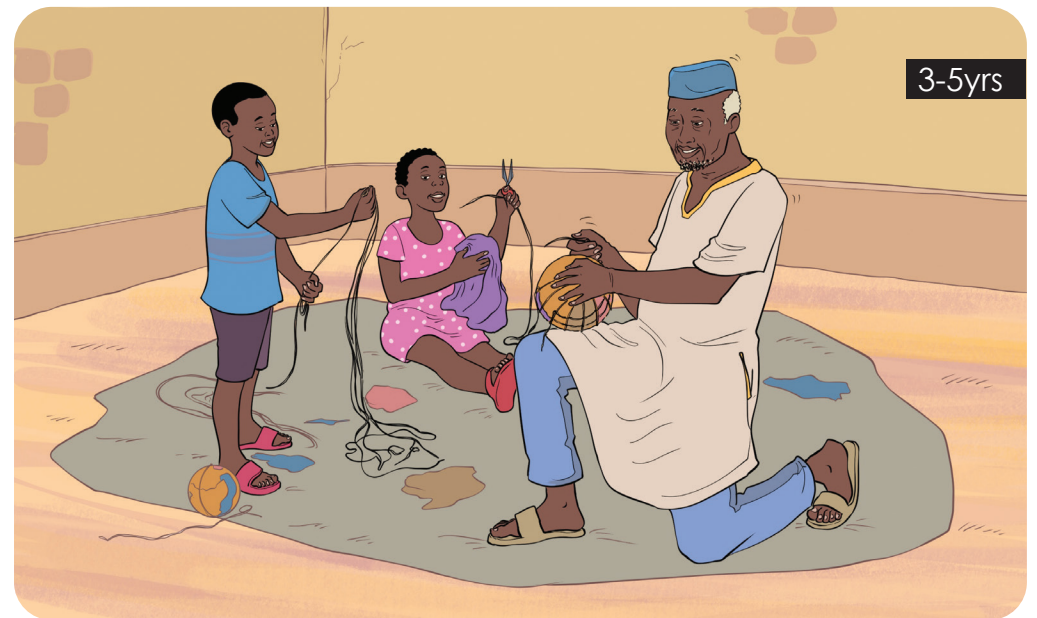
0-1 yr

Hang and play with colorful toys



0-5yrs

Play with boxes, pots and other items at home



3-5yrs

Make play toys with homemade materials together with your children



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **"Make and play using home made toys"**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the pictures?
2. What do children gain from playing with items such as pots, pans, skittles, balls e.t.c?
3. What are some items at home that can be turned into play items?

Remember : Ensure that different parents, male, female, young/ old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them

- Playing helps children learn and develop.
- Playing is fuel for the brain! It helps your child grow smart!
- Toys don't have to be expensive. You can make toys out of every day materials at home like old boxes, empty tins, etc.
- Playing with manipulatables / physical items helps the child learn different things such as texture, size, shape, etc.
- Children love to pretend an item is a different thing, join in this pretend play. Pretend play helps the child to develop creativity, problem solving skills, imagination and many other skills.
- Remove or repair damaged toys to prevent harm and accidents.
- Play time is an opportunity to detect delay and disability among children. For example, if a child is not able to track a colorful object before their eyes they might have a visual impairment/ vision problems.
- Play is a child's right.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Play and Talk through daily routines



Look at and gently talk to baby while breastfeeding



Talk and play counting/naming games during daily routines like washing clothes



Name and describe things during ordinary routines like shopping, eating and others



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Play and Talk through daily routines”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. What do you think the children are learning in each picture?
3. Are there some daily activities at home that can be used for playing and talking?

Can you share some?

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them

- Talk with your baby and young child all day and through everyday activities.
- Daily house work offer an opportunity for playing, counting, naming and describing games with children. Parents should not make children do actual house work e.g cooking or washing clothes as they may not be appropriate for the children's age. However, pretend playing should be supported and encouraged as it builds the child's curiosity, creativity, language and other skills.
- Talking and playing helps the baby's brain grow!
- Expand on the child's words and statements to help them develop their language.
- Use new and interesting words when playing and talking to your child. The more words they hear the more they will grow and learn.
- Notice what the child is interested in and talk about it, ask questions and encourage their curiosity.
- Remember, you are the best teacher and best play mate of your child.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Boys and girls who start school on time will do better in school and in life



Learn at home by reading, counting and telling stories together



Girls can do as well as boys in school when supported



Play is children`s work! Let boys and girls play all the games they want! Do not limit them because of their gender



Discuss Key Messages

Introduce the key message. Ask participants about the image. Explain the image action/activity. Incorporate the talking points below throughout the discussion.

Say: The key message we are going to discuss now is **“Boys and girls who start school on time will do better in school and in life”**

Ask the caregivers to look at the pictures one by one and answer the following questions.

Ask:

1. What is happening in the picture?
2. What do you think the father in the first picture is thinking about the future of his little girl going to school?
3. How can we support both boys and girls to develop and learn?

Remember : Ensure that different parents, male, female, young/old get a chance to answer and share their views. Expand and supplement on what the parents say as needed.

Talking points

Before moving on to the next key message, make sure you have discussed all the following talking points during your discussion. If some of them haven't come up yet, share them with the parents and facilitate discussion about them.

- Both boys and girls can be good at maths and language when supported by parents/caregivers.
- Let your boys and girls play any games they want. Do not limit them because of their gender.
- Take your boys and girls to school on time. Children need to attend pre-school at 3.5 years old so that they are supported to prepare for school.
- You can support your boys and girls prepare for school by talking, playing, reading, storytelling, counting at home.

Move to the next page and share the key message and walk through the illustrated actions/activities 



Play with toys that involve the use of different senses (hearing, touch, smell, seeing, tasting) when playing with the child



Adapting to the needs of children with disability

Share tips on how to adapt activities and make accommodations for children with disability

Say: Thanks for a very good discussion so far. Now, I have a question about how we can adapt the activities we have discussed for children with disability.

Ask: Can someone share any ideas on how we can adapt the actions and activities we discussed for children with disability?

Say: Thank you! Let us look at this picture and think of how these parents are supporting their child who has a disability.

Show the picture on the alternate side of the flipchart

Say: This father is playing with a child who has low vision and wears glasses.

Ask: What do you think is the additional modification that the father has done to make it better for this child with low vision?

Say: Thank you! This father is using noisy tins to play with his child who has low vision. This is because the child who has low vision needs to use and develop other senses so that they support in his exploration of the world.

Say: So, this recommended action is **Play with toys that involve the use of different senses (hearing, touch, smell, seeing, tasting) when playing with the child. Let your child develop and use multiple senses.**

Say: A parent/caregiver can also use very bright colors, very large items, items with interesting texture e.t.c. to help the child use all their senses of touch, seeing, smelling, hearing.

Say: Using the sense of touch may involve getting the item and rubbing it gently on the child's hands, feet, cheeks etc. The parent/caregiver can playfully rub items that have very opposite texture for example, a wooden spoon and a steel spoon, a silk scarf and a rough towel e.t.c

Say: Even the sense of taste can be stimulated by offering food that tastes different and describing it but the child should not be given very large food which can cause choking.

Say: Children with intellectual disability may need to do the activity over and over in order for them to learn.



“Let’s Practice!”



Play with boxes, pots, spoons and other items at home



Learn at home by reading, counting and telling stories together



Demonstrate activities/actions

If time allows, invite 1 or 2 caregivers to demonstrate one of the illustrated actions/activities from the flipchart.

- You can also demonstrate it for the parents. You can use a doll if needed.
- During the demonstration, observe if parents are displaying the characteristics of a good caregiver-child interaction including **smiling, using a warm happy voice, maintaining eye contact and using many words** when practicing engagement and play with children.
- Praise parents for doing it well.

Say: Now, let us role play and demonstrate one or two of the activities we learned today.

Ask: Can someone come and demonstrate how to **“Play with boxes, pots, spoons and other items at home”**

Show the picture to the caregivers as a reminder

Then,

Say: Can someone demonstrate the activity **“Learn at home by reading, counting and telling stories together”**

Show the picture to the caregivers as a reminder



■ A warm and loving relationship is the foundation for positive discipline!



Review and Good Bye

Say: We are coming to the end of our meeting today. Before leaving let us look at one picture together to remind us about the building blocks for our positive and playful parenting journey.

Ask: Which building block does this picture remind you of?

Say: Fantastic! A warm and loving relationship is the foundation for positive discipline! Parents are the best teachers, protectors and playmates of their children

Ask: Now, who can remind us about the other 4 building blocks?

(Wait for parents to answer)

Say: Yes! The important building blocks on our positive and playful parenting journey is remembering that;

■ ■ Parents are the best teachers, protectors and play mates of their children.

■ ■ Both fathers and mothers can be good nurturers and play mates of their children.

■ ■ Learning begins even before birth. Your baby's brain grows everytime you touch,hug,play, read, talk and tell stories to them.

■ ■ Shaking, hitting, beating can damage your child's brain, cause disability and even death.

■ ■ A warm and loving relationship is the foundation for positive discipline!

Say: Now let us remember to continue to support our children to **Play and Learn** even before birth, **Respond and Bond** with them, and help keep them **Safe and Secure!**

Say: Good bye and see you next time!

Positive and Playful Parenting



Play and Learn



Tell stories and read picture books with your children



Talk, sing and count with baby even before baby can talk



Play with and without materials



Modify the play space by adding or removing items to make it easy to play



Respond and Bond



Have special time to hold, cuddle and bond with your baby



Play together as a family. It strengthens relationship and bonds



Respond to your baby's signals and needs for a nap, feeding, playing, nappy change, etc



Include and involve children with a disability in all family bonding activities including play, talking and relaxing together



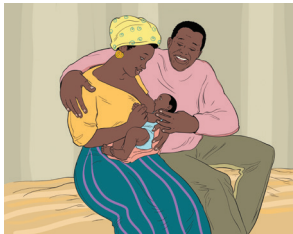
Safe and Secure



Praise the baby/child for doing good things



Explain and teach the child what you want them to do instead of what you don't want them to do

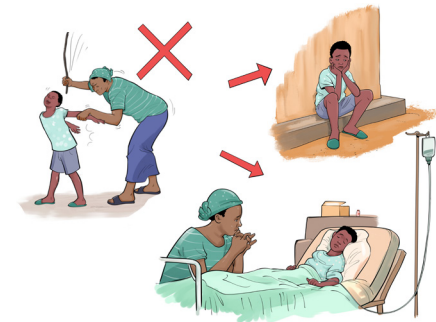


Cooperating and showing love to your partner makes the baby feel safe and secure



Adapt the sitting position, texture of food, feeding utensils e.f.c to ensure that the child's right to good nutrition and care is not violated

Building Blocks for Our Parenting Journey



Shaking, hitting, beating can damage your child's brain, cause disability and even death

- Parents are the best teachers, protectors and play mates of their children
- Both fathers and mothers can be good nurturers and play mates of their children
- Learning begins even before birth. Your baby's brain grows every time you touch, hug, play, read, talk and tell stories to them
- Shaking, hitting, beating can damage your child's brain, cause disability and even death
- A warm and loving relationship is the foundation for positive discipline

The following steps may be used during community awareness raising sessions that last between 20-30 minutes

Step 1: Welcome:

Welcome parents/ caregivers to the meeting and ask them to introduce themselves to each other. Use a song or ice breaker game to help the caregivers to connect with one another.

Step 2: Reflect on current practice:

Ask parents to share what they currently do to support their babies and young children to learn and develop at home. Invite 1 or 2 parents to share.

Step 3: Share the building block facts on Positive and Playful Parenting

Share the 5 building block facts for the positive and playful parenting journey.

Step 4: Discuss key messages

Discuss key messages by nurturing care area. Discuss each key message and examples of activities/actions that parents/caregivers can do at home. Show and discuss each image with parents before going on to the next one.

Step 5: Building blocks and Wrap up

Respond to any questions and comments from parents drawing from key messages and talking points from the flipchart.

Wrap up by sharing the 5 building blocks for the positive and playful parenting journey. Distribute the poster and encourage parents to use it as a reminder of what they have learnt.