

Introduction

The first three years of life is a period of tremendous growth in all areas of a baby's development. The goal of the **Care For Child Development Plus 0-3 Package** session is to enable parents or caregivers to promote brain development, health and well-being for optimal child development. You have an important role in helping parents and families learn how to talk, play and be responsive to their children **from birth onwards**.

Early experiences and the environments in which children develop from birth to three years significantly matter as it is in these early experiences that vital brain connections are made through interactions with parents or caregivers. Children learn by exploring their environment. They practice new skills by playing and communicating with their caregivers. Relationships with a significant or consistent caregiver form the building blocks for healthy development. The quality and frequency of interactions with a caregiver determines the number of neural connections and thus brain development.

Besides food, a child needs stimulation to grow and develop. For example, when a caregiver responds to a baby's needs and signals in a sensitive and accepting way, the caregiver is being responsive, and the baby feels secure and loved. Responsive parenting is critically important for a baby to build trust and feel confident to learn and explore.

When a mother sings and talks to her baby, even before her baby can talk, her baby learns to communicate back. When a father encourages a child's interest and curiosity, the child reaches out to explore and learn more. When a parent responds to a baby's cries by calming and soothing, the baby learns to calm and comfort himself. All these activities are known as early stimulation.

Play is the main component of early childhood stimulation. Children learn through play. Caregivers and children bond through play. From birth, play provides an opportunity for infants and caregivers to engage in early stimulation through smiling, cooing, tickling, talking, singing, communicating through touch, facial expressions, exploring new sounds and words, building together, making eye contact, looking and being responsive to each other. Play is a chance for caregivers to provide undivided attention to the child and to see the world from the child's perspective.

In sum, early communication, play, and responsive parenting are the main components of early stimulation.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

This manual is a guide for parenting education facilitators. In many countries, these may be community health workers who are a part of the community health system.

Each parenting education facilitator will have the following package of materials:

- A guidebook for parenting sessions
- A home activity pictorial booklet to remind caregivers of the activities covered in the session
- A registration book with names, attendance, and phone numbers
- A kit of toys and books to use with the children during the group sessions (optional)

Please make sure to invite mothers, fathers, mothers in law, and any other caregivers. If needed, you can set up separate sessions with male caregivers, conducted by male parenting education facilitators.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

The sessions in the 0-3 ECD Package consists of 13 sessions that covers playful parenting, Hygiene, health and nutrition, and responsive positive parenting:

	Early stimulation (play, communication, and bonding)	Hygiene, Health and Nutrition	Positive Parenting and responsive Caregiving
Session 1:	Playing games with cups		Crying and acting out (Part 1)
Session 2:	Playing games with household items		Crying and acting out (Part 2)
Session 3:	Playing games with a cloth		Modeling words and actions
Session 4:		Keeping Babies Healthy (hand washing, tooth brushing and indoor air pollution)	
Session 5:		Breastfeeding from birth to two years	
Session 6:	Daddy and me routine (for fathers)		Calm, explain and model technique
Session 7:		Complementary feeding	
Session 8:		Caregivers wellbeing	
Session 9:	Playing games outside		Give two positive choices
Session 10:	Playing games with our hands		Make disciplining fun!
Session 11:	Playing games with books and pictures		Create a 'yes' space (preventing accidents)
Session 12:	Playing games that build vocabulary		Routines
Session 13:	Playing games to bond with our children		Tell the truth

Overview of early stimulation, responsive care, safety, and positive discipline activities

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session I: Playing games with cups</p> <p>Key message: Play with cups in different ways to teach babies how to solve problems.</p>	<p>Tap, tap, tap</p> <p>Preparation: 2 cups.</p> <p>Tap the cups together lightly, moving slowly from right to left, and back again. Encourage the baby to follow the object with their eyes. Baby may become disengaged at the midpoint; reengage the baby and continue.</p> <p><i>This game strengthens the baby's eye tracking ability and the connection between the right and left sides of the brain.</i></p>	<p>Where did it go?</p> <p>Preparation: 1 cup and something to hide under the cup (e.g. a leaf).</p> <p>Put the leaf under the cup. The baby then picks up the cup to find the leaf.</p> <p><i>This game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>Cups within cups</p> <p>Preparation: 3-5 cups.</p> <p>Say to the child: Let's put all these cups together! Show the child how to put all the cups one within the other. Then help the child pull them all apart.</p> <p><i>This game develops cognitive and fine motor skills.</i></p>	<p>Which cup is it under?</p> <p>Preparation: 3 cups and an item to hide under one cup (e.g. a leaf).</p> <p>Say to the child: I am going to hide this [leaf] under one cup. You need to find it!</p> <p>Put all the cups upside down. Hide the leaf under one cup and let the child pick up the cups to find it.</p> <p><i>This game primarily develops cognitive skills.</i></p>	<p>Crying and “acting out” (part I)</p> <p>The two main reasons why young children cry is because they are:</p> <ol style="list-style-type: none"> 1. Hungry: Feed them at regular times before they get too hungry. 2. Tired: Young children sleep about 10-11 hours at night and nap for 2-3 hours during the day in small intervals. Lay your child down at about the same time each day for naps and bedtime to make things easier.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session 2: Playing with household items</p> <p>Key message: Use simple things around the house as toys every day.</p>	<p>Discover Objects</p> <p>Preparation: Have 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.</p> <p>Put them in a basket or bring out one object at a time. Talk to the baby about what it's for and let the baby touch the object.</p> <p><i>This game builds on the brain's need to focus on new items to discover it and assess what it can do.</i></p>	<p>Knock it down</p> <p>Preparation: Bowls that cannot break. Do not use items that can break.</p> <p>Build a tower using the bowls or any other household item.</p> <p>The baby knocks it down.</p> <p>Build it back up again and allow them to try again.</p> <p><i>This game develops children's understanding of cause and effect.</i></p>	<p>Drumming</p> <p>Preparation: You need 4 spoons, pots, plates, cups, etc. Do not use items that can break.</p> <p>Give the child 2 spoons and take 2 spoons.</p> <p>Say to the child: Let's drum on the pots and listen to their sound.</p> <p>Model how to make a rhythm and allow your child to try. S/he may prefer to bang on the pots and listen to their sound.</p> <p><i>Games involving rhythm helps children understand how to make patterns (in this case patterns of sound). Making patterns is an is an early-math skill.</i></p>	<p>Pretend cooking</p> <p>Give your child small safe kitchen items to pretend to cook in their play area.</p> <p>Say: Oh that looks and smells so good! What are we cooking today?</p> <p>Never let a child actually cook because it is dangerous.</p> <p><i>This game develops children's skill to pretend, which helps to develop their empathy and imagination.</i></p>	<p>Crying and “acting out” (part 2)</p> <p>Newborns may cry because they are uncomfortable. Check the following:</p> <ol style="list-style-type: none"> Diaper: Check then change diaper Burp: Put baby on shoulder and burp Tummy ache: Cycle the legs <p>You can use the “Calm and explain” technique with angry toddlers.</p> <ol style="list-style-type: none"> Calm the child down (take the child outside, talk to your child and breathe calmly) Explain what happened to your child why the behavior is dangerous.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session 3: Playing games with a cloth</p> <p>Key message: Repeat games again and again. This is how babies become smart.</p>	<p>Talking about sensations</p> <p>Preparation: Collect a range of different items.</p> <p>Place your baby on his/her back or belly, on a blanket. Rub each item very softly and slowly on her belly or foot.</p> <p>Describe each sensation: Do you feel this soft one? Do you feel this bumpy one?</p> <p>Never leave a baby on his or her tummy unattended.</p> <p><i>This game encourages the development of the baby's sense of touch.</i></p>	<p>Ku-Ku</p> <p>Preparation: One scarf.</p> <p>Hide your face behind the cloth. Wait until your child pulls it off, then say "Ku-Ku"! Laugh and smile each time you play!</p> <p><i>This classic game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>Lift the cloth!</p> <p>Preparation: One scarf and an object to hide underneath (e.g. a cup or a leaf).</p> <p>Say to the child: I am going to hide this [cup] under the scarf. Can you find it? Hide the cup, then let the child lift it up.</p> <p><i>This game also teaches babies about object permanence.</i></p>	<p>Close close, Far far</p> <p>Preparation: A scarf made into a little ball.</p> <p>Say to the child: 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> <p><i>This game develops children's listening skills.</i></p>	<p>"Calm, explain and model" technique</p> <p>From six months onwards, help your child calm down by modeling calmness, then explain to your child why the behavior is dangerous and show your child what to do instead.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session 9: Playing games outside</p> <p>Key message: Take your child outside to play. The outdoors is full of opportunities to play, talk and learn together.</p>	<p>Leaf kicks</p> <p>Preparation: Have a clean cloth on the ground, in the shade, and some large leaves.</p> <p>Put the baby on the mat on her back. Hold the large leaf by her feet. The baby will start to kick the leaf.</p> <p><i>This game encourages the development of the baby's motor skills.</i></p>	<p>What do we see, feel, and hear?</p> <p>Take the baby for a walk. Talk about the things you see, feel, and hear.</p> <p>Say: See these beautiful red flowers! They smell so good. Can you feel the breeze? It is so cool. Can you hear the birds? They sing so well.</p> <p><i>This game encourages the development of the baby's sensory integration (where they can integrate the information, they receive through their five senses).</i></p>	<p>Take it Out</p> <p>Preparation: Fill a container or box with items you find outside (sticks, rocks, leaves, etc.).</p> <p>Make sure there is nothing smaller than your palm or your child could choke on it.</p> <p>Say: Babies will love to pull everything out of a container. Older children can put them back in the box.</p> <p>This game encourages the development of the baby's motor skills.</p>	<p>Sorting Nature</p> <p>Preparation: Have a mix of items found outside e.g. sticks, leaves and flowers.</p> <p>Say to the child: Let us put all the leaves together. Do this slowly and allow the child to help. Now let us put all the sticks together.</p> <p>Continue with other items until they are sorted into groups.</p> <p>This game encourages the development of sorting skills, which is a early-math skill.</p>	<p>Give two positive choices</p> <p>Babies and toddlers need to feel loved. One way to do this is to give them positive choices.</p> <p>For example, you are helping baby get dressed. You can ask: (1) Would you like to put this T-shirt on or that one? (2) Would you like to put your shorts on first or your T-shirt? (3) Would you like a kiss or a hug?</p> <p>Your turn: You are feeding baby. What choices can you give?</p> <p>Even if the toddler is angry and crying, you can use this technique.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session 10: Playing games with our hands</p> <p>Key message: Play and talk with your baby every day.</p>	<p>Baby dance</p> <p>Sing a song and move the hands of the baby to the rhythm of the song in a dance. Cross the arms, move them up and down, etc.</p> <p>Then switch to the baby's legs.</p> <p><i>This game promotes bonding through touch, which releases brain chemicals that impact attachment.</i></p>	<p>Thumb song</p> <p>Sing a song with your child using your thumbs as people having a conversation (e.g. where is).</p> <p><u>Make sure you are facing your child.</u></p> <p>First thumb says: “Where is [...], Where is [...]?”</p> <p>Other thumb says: “Here I am” [repeat]</p> <p>First thumb says: “How are you this morning?” [repeat]</p> <p>Other thumb says: “Well thank you.” [repeat]</p> <p><i>Singing promotes attention and helps the baby learn about sounds of language.</i></p>	<p>My body</p> <p>Say: Where is your nose? There it is! Point to the child's nose. Continue with other body parts.</p> <p><i>This game encourages the development of vocabulary and imitation skills.</i></p>	<p>Fish fish, frog!</p> <p>Say: “Let us play fish, fish, frog! Here is a fish swimming. You need to catch it before it becomes a frog!”</p> <p><i>This game encourages the development of turn taking and the child's understanding of how to play a game.</i></p>	<p>Make disciplining fun!</p> <p>Your child doesn't want to wear shoes. Make the shoes talk!</p> <p>You child doesn't want to brush teeth. Sing a song about brushing teeth!</p> <p>Your children are fighting over a toy. Pretend the toy is real and can talk and do silly things (dance, sing, etc.).</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
<p>Session 11: Playing games with books and pictures</p> <p>Key message: Read and talk with your child every day from birth.</p>	<p>Baby's story</p> <p>Point to colorful images and use the baby's name for the character in the story.</p> <p>For example: Establish eye contact with the baby, then say “One day, [name of baby] wanted to wear a yellow T-shirt and go for a walk”. Continue to describe the story using the baby's name.</p> <p><i>Children love to hear their own name. This game builds vocabulary and shared attention, (where the adult and child are looking at the same thing; babies who are better at this have better language skills later on).</i></p>	<p>Point and talk</p> <p>Point to colorful images and talk about what it is, what color it is, how it is used. When your child points, do the same thing. You can add sounds and actions as well.</p> <p>For example: Establish eye contact with the baby, then say “Look at the big tree in this picture. We have lots of trees too. When the wind blows through the tree, it makes all the leaves shake” [blow onto your fingers]. Continue using the different images you see.</p> <p><i>This game strengthens vocabulary and shared attention. It will also help</i></p>	<p>Where is...?</p> <p>Ask the child to point to different things on the page.</p> <p>For example: Establish eye contact with the baby, then say “Where is the girl? Where is the sun?”</p> <p><i>This game improves shared attention and vocabulary and shows the caregivers that the child understands much more than s/he can say.</i></p>	<p>What is this?</p> <p>Ask the child to describe what they see on the page.</p> <p>For example: Establish eye contact with the baby, then say “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.</p> <p><i>This game builds on the previous game and encourages children to use the words they know. It also builds vocabulary.</i></p>	<p>Create a safe space</p> <p>If we can create a space that is safe for babies and toddlers to explore, we will need to discipline less.</p> <p>Look at these images. What do you think is dangerous? How do you protect your child from this?</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
		have better language skills later on.			
Session 12: Playing games that build vocabulary/ Key message: Encourage your child every day by taking time to talk, play and respond to them.	Massage story <u>Say:</u> As you are massaging your baby, count the body parts. You have 5 fingers on this hand... etc. <i>This game promotes bonding through touch, which releases brain chemicals that impact attachment.</i> <i>Variation: Do this same activity during bath time.</i>	Take turns talking Your baby is talking to you! Pretend that you can understand what your baby is saying and have a conversation. Say: Listen and respond to your baby as s/he talks. If they say 'baba', you can say "Yes, that's a little horse and it can walk, trot and run!" Then wait for the baby to say something else and continue the exchange. <i>Babies already understand how conversations work. This game builds on this skill by developing the caregiver and child's ability to have a back</i>	Feeling faces Play a game where you act out an emotion with your child and label it. Say: " Can we do an angry face?", "Can we do a happy face?" etc. <i>This game builds the child's vocabulary of emotions, which can eventually help the child be able to express how s/he feels and calm down. Imitating others is also an important component of learning.</i>	Going on a trip Put your child on your knee facing you. Say: Let's go on a journey. We're walking, walking, walking [move your legs as if you were walking, and the baby wiggles] and from time to time there are bumps [gently bounce the baby]. Then it gets windy, windy, windy [baby sways from side to side]. Then it starts to rain [make the gesture of rain falling and touching the baby], so we hide in a cave [wrap baby in your	Routines Young children love routines when a day follows a similar sequence day after day. Knowing what comes next makes them feel safe, confident and helps them build a strong brain. When they know what comes next, they are better behaved. How can you establish a routine? (1) Start by deciding on the time when you will do routine activities (e.g. get dressed, make food, eat, nap, etc.). Try to do these same daily activities at about the same time each day

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
		<p><i>and forth exchange of “words” and coos.</i></p> <p><i>Variation: Use a puppet.</i></p>		<p>arms]. Then the sun comes out [open your arms wide].</p> <p><i>This game builds the child’s vocabulary.</i></p>	<p>and in the same sequence.</p> <p>(2) Make sure you include “baby-and-me play time” every day, after the baby has slept and eaten.</p> <p>(3) Add special moments to look forward to (e.g. cuddles after your child wakes up, singing a song while washing hands, telling stories while cooking, looking at pictures together before sleeping, etc.). These simple repeated patterns make a child feel safe and loved and will help them cry less.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	Birth onwards	6 months onwards	1 year onwards	2 years onwards	Responsive Care
Session 13: Playing games to bond with our children Key messages: <p>Copycat Make a face for your baby to copy.</p> <p>Say: Begin by capturing your baby's eyes and then slowly make a circle with your mouth. Wait to see if your baby copies you. You can also stick your tongue out and your baby may do it back. <i>This game stimulates visual, auditory and motor skills, and strengthens the connection between the caregiver and baby.</i></p>	<p>Talk to me respectfully Take the time to tell babies what is going to happen and invite them to participate</p> <p>We are going to sing a song. Which song would you like to sing? [Wait for baby's response]</p> <p><i>This game will help to connect to each other and to engage your baby respectfully. Your baby learns that she is important and heard.</i></p>	<p>Do you want...? Do you want one hug or two hugs? [Wait for baby's response]</p> <p><i>This game stimulates visual, auditory and motor skills, and strengthens the connection between the caregiver and baby.</i></p> <p>Variation: Take your baby for a walk and ask: "should we go this way or that way?"</p>	<p>Walk, walk and stop Say: When I say "stop", we stop. When I say "walk", we can walk again.</p> <p>Once your child is familiar with the game, your child will lead.</p> <p><i>This game develops the child's own self-control and strengthens the connection between the caregiver and baby.</i></p>	<p>Tell the truth and keep your word. Honesty is very important to babies. They will trust you if you tell the truth and keep your word. It helps them feel safe.</p>	

Session Structure

The eight early stimulation sessions follow the structure described below.

Step 1: Welcome

- Greet participants
- Deep breathing (or similar group centering activity)
- Songs

Step 2: Responsive Caregiving Tips

2a: Recap previous caregiving tips

2b: New caregiving tip

- Present the issue – sample problems
- Explain the caregiving tip
- Give examples
- Get more examples from group

Step 3: Review of previous games: What did people try at home? Any difficulties? How to solve?

Step 4: Discuss current / traditional practices

Step 5: Playing – new games

- Game 1 (birth onwards):
 - demonstrate to one caregiver
 - caregiver demonstrates with baby to group
 - all practice
- Game 2 (6 months onwards):
 - demonstrate to one caregiver
 - caregiver demonstrates with baby to group
 - all practice
- Game 3 (1 year onwards):
 - demonstrate to one caregiver

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

- *caregiver demonstrates with baby to group*
- *all practice*
- Game 4 (2 years onwards):
 - *demonstrate to one caregiver*
 - *caregiver demonstrates with baby to group*
 - *all practice*

Step 6: Playing with baby using books: Reading a book, talk about a picture or play

Step 7: Reflection

- Recap the four games and discuss the benefits
- Make it routine
- Make a commitment
- Arrange next meeting and goodbye song

Overall messages:

Why play?

1. My child's future is in my hands.
2. Play makes children grow strong and bright.
3. Play makes children smart and happy. And if my child is happy, I am happy.
4. Babies need to eat, sleep, play and feel loved to grow up smart and happy.

How to play?

1. Babies are ready to play when they are rested, fed and changed and comfortable.
2. You don't need money to play.
2. Singing, playing, telling stories, and just talking and listening are easy and fun ways to develop my baby's language ability.
3. The more I play and respond to my baby, the more my baby will succeed (or can achieve).
4. I can play with my baby at any time and in any place.
5. I can enjoy a storybook with my baby by just talking about the pictures.
6. The more words my baby hears, the better my baby will do in school.
7. Respond to your baby's sounds, gestures and feelings. Responding to your baby help them feel safe and loved, and builds a strong brain.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

How can you be a positive and responsive parent?

1. If your baby is crying or acting out, slow down and try to understand what they need by reading their cues. Check to see if s/he is hungry, tired, uncomfortable or angry and meet their needs.
2. Instead of punishing a child, show the child what to do instead through your words and actions.
3. Allow your child to choose between two positive choices.
4. Make the new behavior fun.
5. Create a safe space where dangerous objects are placed out of the child's reach.
6. Establish a routine, especially for key moments when your child is most likely to be fussy (e.g. mealtime, evening time, bedtime). Routines help your children behave better and build strong brains.
7. Take the time to tell babies what is going to happen and invite them to participate.

What to avoid?

1. Shaking or hitting your child can hurt your child and even cause death.
2. If you feel angry, leave your baby with someone safe and take a break.
3. Watching a screen dulls a young child's mind. Children need to play with their hands, ears and eyes to grow strong and bright.
4. Never leave a child unattended in the bath because a child can drown in just an inch of water.
5. Keep sharp, small and breakable items out of children's reach.

Background Reading and Preparatory Activities

The following articles provide very helpful background reading for the trainers and parent facilitators.

- Electronic toys associated with decreased quality and quantity of language in children: <https://neurosciencenews.com/toys-language-neurodevelopment-3330/?sfns=mo>
- Short article on When do toddlers have control over their behavior?
- Short article on The magic behind routines
A new study reveals how crying actually helps you deal with stress
- Short article on bonding and connecting with babies: Making a soul connection with your baby
- Video on Play in early childhood by Harvard's center on the developing child
- If you have access to a child under three, could you please take her/him out for a walk and follow the child's lead. Notice what it's like.

Toys and materials to provide during the sessions

Sample items	Materials needed
Sponge (rough and smooth)	Sponges
Pulling the fabric through the holes	Fabrics of different textures and a box to pull the fabrics through
Shaker rattle	Can be made from bottles with lids glued on
Plastic or metal stacking cups	Stacking cups, plastic or metal with handles (different sizes and shapes, at least three to a set)
Containers with lids	Plastic containers with lids small enough for child to take on and off
Metal objects to bang and drop	Metal pots, lids, bowls, plates, cups, and wooden spoons
Cloths	Clean cotton cloth to hide things and face
Homemade doll with face	Cloth, thread, needle, scissors
Empty boxes, bowls, other containers with small, safe objects like clothes clips	Boxes, bowls, or other containers to put things in and take them out, clothes clips, stones
Pictures	Magazine pictures or marker to draw on paper
Face puzzles	Magazine picture or drawn face, on cardboard, cut in 3-5 pieces
Coloured circles, squares, triangles to sort by colour and shape	Cardboard or magazine covers, glue, scissors, bowls or other containers for sorting shapes
Ball	Small, soft ball
Book	Books for each family to borrow
Leaves, sticks, rocks and sorting containers	Any natural materials from the outdoors

Songs to sing during the sessions

Song 1 - Ap Dorji lu Chim Chi Du

Ap Dorji lu Chim Chi Du,
Oye! Charo... tsu
Chim di gi nang na rochi chi Du,
Oye Charo... tshu
Pha la Wow, wow,
Tsu la wow, wow
Ga tey lara wow ow.

Ap Dorji lu Chim Chi Du,
Oye Charo... tsu
Chim di gi nang na Bjili chi du,
Oye Charo... tshu
Pha la meow, meow,
Tsu la meow, meow,
Ga tey lara meow, meow

Ap Dorji lu Chim Chi Du,
Oye Charo... tsu
Chim di gi nang na Bjpay chi du,
Oye Charo... tshu
Pha la kokarey koa...
Tsu la kokarey koa...
Ga tey lara kokarey koa...

Song 2 - Sonam ga ti yoe

Sonam ga ti yoe (repeat twice)
Nag na yoe (repeat twice)
Choe ga dey ba ra yoe (repeat twice)
Lay showm bay ra yoe. (repeat)

Song 3 - Lap chu, lap chu...

Chu, chu choerai, lap chu
Lap atara chu,
Apa, ama, ashim, nuchu, lap atara chu.

Song 4 - Kuzu zangpo (welcome song)

Kuzu Zangpo Kuzu Zangpo
Kuzuzangpo...Aum Kuenzang
Kuzu Zangpo Kuzu Zangpo
Kuzuzangpo ...Aum Dechen

Song 5 - Ya namkai bulu

Ya namkai b ulu
Karma lasha du.
Karma Bom, karma Chunku
Pickto tsum tsum bay
Tsum tsum la..la... la
Tsum tsum la..la... la

Song 6 - Chim tok gu

Ya chim tog gu, chichu sum
doe nu (repeat twice)
Chi chu chi pur gasongb da,
Ya chim tog gu, chichu ni doe
nu (repeat twice)
Chi chu chi pur gasongb da,
Ya chim tog gu, chichu chi doe
nu (repeat twice)
Chi chu chi pur gasongb da,
Ya chim tog gu, chichu chi ya
mendu (repeat twice)

Song 7 - Guto cha ta

Guto chay ta, guto chay ta
Pumo da zumo, puma da
zumo,
Migto namcho, lhapa kha
(repeat twice)
Pumo da zumo (repeat twice)

Song 8 - Jogay Jogay (goodbye song)

Jo gay jo gay charo tsu
Lap thub di gi
Dari na lu lhap mi tsu, lang len
thab ba jo gay.

Song 9 - Cheri zha

Cheri Zha Cheri zha ... cheri
zha...
Atara langlep tap di lapchu go
Cheri Zha Cheri zha... cheri zha
Atara logh kho da kha pub go
Atara achi chap da kha pub go
Nga Che alu di tshu, migto phu ni
miwong , lhapa phuni miwong
Lap kha na lu tsu ni miwong
Nga Che alu di tshugi agay dang
angay
Acho da Ashim, di tsu me zomtsa
tang ni miwong
Cheri Zha Cheri zha... cheri zha
Atara langlap tap di lapchu go
Cheri Zha Cheri zha, cheri Zha,
... cheri zha
Atara logh khow da kha pub go
Atara achi chap da kha pub go

Some tips while reading with children

- Keep your baby on your lap
- Look at the pictures together and talk to your baby about the pictures
- Imagine and make-up simple stories from the pictures
- While making up and telling stories use different intonation – use different voices eg. happy, excited, sad, loud, soft, etc
- Turn the pages and if your baby is able encourage baby to feel the pages and turn pages with you
- Take care of the storybook and show your baby not to tear pages

Remember

- **Hygiene:**
 - Always wash your hands with soap before the session. This is important because you don't want anyone to catch some disease.
 - Always wash the toys at the end of the session and put them back in the bag. The toys always need to be kept clean to keep the children safe. Toys that children put in their mouth should not be shared with other children.
- **Health:**
 - Sick children and caregivers should rest at home and not join the session. They could make other children sick if they come.
- **Setup:**
 - Sit the parents in a circle.
 - Make it attractive for the parents and children. Play is children's serious work and this is a work space.
 - Please do not litter (leave garbage behind) and please do not use plastic (e.g. plastic bags, plastic cups, etc.) that cannot be reused. We need to take care of the environment during our sessions.
- **Snacks:**
 - Please serve eggs or fruit. Do not serve candy, biscuits or any other unhealthy snacks.
 - You can give children who are older than 1 year boiled milk (without sugar).
 - Do not serve tea to the children because tea is a barrier that stops the baby from being able to absorb the vitamins and iron in food, which are important for child's physical and mental development.
- **Tone:**
 - Remember to always notice things that the parents are doing well and praise the parents for trying. This helps to reinforce good practices. Also remind them to praise their children.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Background on child development

- ECD promotes the development of young children from birth enabling children to grow well, be healthy and learn new skills.
- Development includes being physically and mentally healthy.
- Remember: A child who eats well and is healthy will be active and curious. He will be ready to learn new things quickly. A child who is unwell or does not have suitable care will find it difficult to learn new things.
- Children learn from birth.
- A baby can see things, feel things, and can respond to the voices and sounds he hears. A baby can tell us he is hungry or unhappy by the sounds he makes.
- The brain of a baby is ready to absorb lots of things.
- The more opportunities we give our babies to explore the world (by playing, practicing new skills, seeing new things and copying what others do), the more information is given to the brain.
- For example; we can speak a lot to our babies so he learns to recognize familiar voices and feels secure, we can give a child different toys to play with so he can learn to understand how things move (e.g. ball or a rattle) and we can give our children different things to feel so he can understand different textures (e.g. rough and smooth).
- A baby who has no opportunities to play, and practice new skills will not develop healthily.
- The brain of a baby is like a sponge which can absorb lots and lots of information and learn things quickly [Take a sponge and soak it with water to demonstrate a brain that is cared for and nourished].
- We must not let the brain be neglected otherwise it will lose its ability to absorb new information [Take an old dried sponge to demonstrate this is like brain that has not been cared for].
- Babies learn by playing and trying things out, and by observing and copying what others do. We need to ensure our babies have lots of opportunities to play, practice new skills, see new things and copy what others do.
- Remember that a healthy child is physically and mentally healthy

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Child development norms and sample activities

Developmental Norms	Examples of activities from Home Activity Card
<p>Birth-6 months</p> <ul style="list-style-type: none"> • Children will track people and objects with their eyes • Children will respond to bright colours and faces • Children will reach • Children will discover their hands and feet • Children will be able to lift their heads towards sound • Children will begin to smile • Listen intently • Respond when spoken to • Laugh, gurgle, imitate sounds • Put objects in mouth 	<ul style="list-style-type: none"> • Dangle bright objects for child to look at and follow with eyes • Provide safe clean and colourful objects for your child to reach and grasp • Provide child rattle to play with • Copy sounds child makes
<p>6-12 months</p> <ul style="list-style-type: none"> • Remember simple events • Identify themselves, body parts, familiar voices • Understand his/her own name • Say first meaningful words • Explore, bang, shake objects • Find hidden objects, put objects in containers • Sit alone • Creep, pull themselves up to stand, walk 	<ul style="list-style-type: none"> • Make actions for your child to copy • Play ball games • Tell your child names of objects • Play mirror game
<p>12-24 months</p> <ul style="list-style-type: none"> • Imitate adult actions • Speak and understand ideas • Enjoy stories and experimenting with objects • Walk steadily, climb stairs and run • Solve problems • Show pride in accomplishments 	<ul style="list-style-type: none"> • Let child enjoy scribbling • Encourage child to crawl towards favourite objects or people • Provide push and pull toys • Tell child simple story every day

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

24-36 months

- Responds to "what?" and "where?" questions
- Recounts events that happened that day
- Stacks rings on peg in order of size
- Tests the limits

- Ask child questions about what happened and where things are
- Provide toys that children can stack together (e.g. rings on a peg)
- Engage child in pretend play activities
- Tell child stories and ask questions about the story

Language development

Language and communication begin at birth. Early on, babies try to have “conversations” with the people they love. They start by back-and-forth smiling and cooing. Later they “talk” by using movements (e.g., kicking happily to show excitement), gestures (e.g., pointing), and sounds (e.g., babbling and later words). The more a caregiver talks, reads, sings and plays with a baby and toddler, the larger their vocabulary will grow. Children with large vocabularies do much better in school.

There are several stages to language development:

- 0-3 months: babies’ sounds like cries and gestures are automatic in response to a feeling or need.
- 3-5 months: babies begin to imitate the sounds they hear; this is called cooing (“ooo” and “aaah” sounds).
- 5-9 months: babies will start to babble, stringing lots of these little sounds together (ba ba ba).
- 9-12 months: babies start to say their first “words,” such as *ma*, *pa*, *ba*, or *da*.
- 12 months: toddler may say 1-3 words.
- 18 months: toddler may grow to say 20-50 words.
- By 2 years: toddlers can put 2 words together to make simple sentences.
- 2-3 years, the child will:
 - Listen to and enjoy rhyming in books and songs.
 - Point to or find objects when asked.
 - Use describing words (like big cow).
 - Say 2-3-word sentences and ask simple questions.
 - Pretend to be someone else and uses symbols during play.
 - Can add up to 10 new words each day.
- By 3 years, toddlers may say up to 600 words and can carry on a conversation.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

ECCD Facts and Misconceptions

Facts and misconceptions			Comment
1.	A mother does a better job when she feels confident about her abilities to provide care.	True	Before a caregiver leaves, she should have a chance to practise any new activity with you and be confident that she will be able to do the activity at home.
2.	The brain develops more rapidly when the child first enters school than at any other age.	False	The brain develops most rapidly before birth and in the first two years of life. The efforts to help the child learn at this age will benefit the child for their whole life.
3.	Young children learn more by trying things out and copying others than by being told what to do.	True	Evidence shows that children learn by doing things
4.	A father should talk to his child, even before the child can speak.	True	The father is preparing the child for speech and how people communicate.
5.	Before a child speaks, the only way the child communicates is by crying.	False	Young infants communicate by moving and reaching. For example, they communicate hunger by sucking their hands, shaping their mouth, turning to the mother's breast. Help caregivers see the child's signs and interpret them. Waiting until the child cries is distressful to the child and to the caregiver.
6.	A baby can hear at birth.	True	There is even evidence that a child hears before birth and recognizes the voices of persons closest to her or him—including mother and father.
7.	A baby cannot see at birth.	False	The child can see at birth, although sight becomes more refined as the days go on. The child is most attracted to faces. Studies show that a child can even begin to copy the faces of others within 2 to 3 weeks. Some have found imitation even earlier, within the first few days of life.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Facts and misconceptions			Comment	
8.	A child should be scolded when she or he puts something into the mouth.		False	Children put things in their mouth because the mouth is very sensitive. They learn hot and cold, smooth and rough through their mouth, as well as by their hands. Make sure the objects are safe and clean.
9.	A child drops thing just to annoy the father and mother.		False	Dropping can be by accident. However, the child is also learning by trial. What happens, how long before there is a sound, how other persons react, etc.
10.	A child begins to play when she or he is old enough to play with other children.		False	A caregiver can begin to play with a child from birth. Children learn through play. Caregivers can play with a young infant child with movements, touching, and attracting the attention and interest of the child with simple noises and colourful objects.
11.	Children can learn by playing with pots and pans, cups, and spoons.	True		Children do not need store bought toys. They can learn from many household items.
12.	Talk to your child, but do not talk to the child while breastfeeding. It will distract the child from eating.		False	A mother can talk softly to a child and gently be affectionate to a child who is breastfeeding without distracting the child from feeding. It helps the mother become close to her child. The child is comforted by the sounds and touch of the mother.

How recommended activities stimulate the child's development of a specific skill area:

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

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Child's skill area	Sample component	Recommended play or communication activities for stimulating the development of skills
Physical (or motor) skills	Reaching and grabbing – to organize planned eye and hand movements, and control and strengthen muscles.	Play: 1) Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colourful things for your child to see and reach for. 2) Give your child clean, safe household things to handle, bang and drop.
Social skills	Communicating interests and needs – to express self through verbal and non-verbal skills.	Communicate: 1) Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures. 2) Respond to your child's sounds and interests. Call your child's name, and see your child respond. 3) Tell your child the names of things and people.
Cognitive skills	Seeing, hearing, moving, touching – to stimulate exploration for learning; to recognize people, things, and sounds; to compare sizes and shapes.	Play: 1) Provide ways for your baby to see, hear, move arms and legs freely, and touch you. 2) Give your child clean, safe household things to handle, bang, and drop. Let your child make noise with different objects. 3) Play the “where is it?” game. 4) Encourage the child to put small, clean, and safe objects in and out of a container. 5) Play the stacking game.
Emotional (or affective) skills	Having appropriate emotional reactions to own efforts and other people and receiving and expressing appropriate affection.	Play: Through all the play activities, the child learns the rewards of focus, effort, and learning. The child receives praise and self-satisfaction with accomplishment, e.g. 1) Let your child make noise with different objects. Watch your child's pleasure at making noise. 2) Encourage the child to pass an object to and from the hands. Respond to and praise your child's efforts. Communicate: 1) Look into your child's eyes (especially while feeding) and smile often. See your child smile at you. 2) Help your child feel secure with a consistent, familiar adult. 3) Show your child that you love them.

Inclusion

The first years of life are a crucial period to address disabilities to mitigate their long-term developmental effects. The following sessions offer adaptations to allow for the full participation of all children including those with intellectual, physical, and sensory disabilities. These activities,

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

therefore, are based on the understanding that all children learn and have a right to care and development. The adaptations draw on the following general best practices in early intervention.

Intellectual disabilities refer to limits in cognitive function. Examples include Down Syndrome and some Autism Spectrum Disorders. Children with this disability type benefit from repetition, extended wait time, and the use of real-life objects. For instance, a caregiver may read a book several times, spending extended time on each page and using real objects found in the story.

Physical disabilities refer to limits in motor function. Examples include paralysis and loss of limbs. Children with this disability type benefit from devices or hands-on support to increase range of motion, strength, motor control, balance, and coordination. For instance, a caregiver may have a young child reach for a ball by helping the child go forwards and side-to-side.

Sensory disabilities refer to limits in the five senses, with vision and hearing loss being the primary concerns. Children with this disability type benefit from adaptations that rely on their sensory strengths. For instance, a caregiver may do a music activity for a child who is blind. Alternatively, a caregiver may create and act out shapes with a child who is Deaf.

Since disabilities and the severity of disabilities vary, it is important to focus on the needs of the child and to frequently assess how to make activities more inclusive and meaningful for all children

Five steps to gently engage with children

Approach a child. Demonstrate ways to approach a child so that the child will not be afraid. The child may be afraid of all strangers who approach. Some ideas:

- Move slowly and make sure that the child sees you. The child needs to see that you are not going to hurt him.
- If the child is not afraid of you, sit down near the child.
- Wait for the child to touch you first. Do not move forcefully or quickly towards the child.

2. Get the child's attention.

- Show the child a small item of interest, appropriate for the child's age. Move the item slowly in front of the child. See if the child grabs it. Give it to the child to hold.

3. Follow the child's lead, copy the child's sounds and gestures.

- Make sure that you have the child's attention and that you are looking at each other.
- Wait until the child moves or makes a sound. Then copy the child's movements with an exaggerated and happy way. Wait for the child to repeat it or make a new response, which you then copy again.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

- Repeat until you get a responsive “conversation” going with sounds and gestures. Ask participants to notice the rhythm – your copying comes after the child's response.

4. Play and communicate with the child.

- Select an activity in the Home Activity Card that is appropriate for the child.
- Put only one item in front of the child at a time. Engage the child in playing with the item, if possible, before adding more items. Praise the child and show delight in the child's accomplishments.
- Increase the level of activity. For example, start with a small item, then add more items.

5. Increase the child's level of activity and use of new skills.

- When the child becomes more active and can do the activity, select another activity from the Home Activity Card.

Give the child one toy at a time. With too many items, the child will not focus well on learning a new activity.

Caregiver Observation Checklist

(From the Care for Child Development package of the Ministry of Health in Bhutan)

The checklist points to a few common signs of the quality of the caregiver-child interaction. For example:

- The caregiver is aware of the child's movements.
- The caregiver easily comforts the child.
- The caregiver can gently, effectively correct the child.
- The caregiver knows how to play and communicate with the child.
- The caregiver knows how to get his child to smile.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Look	Praise the caregiver if caregiver:	Advise the caregiver and solve problems if caregiver:
All children	I.a. How does caregiver show that she is aware of child's movements?	<input type="checkbox"/> Moves towards and with child and talks to or makes sounds with child.
	I.b. How does caregiver comfort the child and show love?	<input type="checkbox"/> Looks into child's eyes and talks softly to child, gently touches child or holds child closely.
	I. c. How does caregiver correct the child?	<input type="checkbox"/> Distracts child from unwanted actions with appropriate toy or activity.
Ask and listen	Praise the caregiver if caregiver:	Advise the caregiver and solve problems if caregiver:
Child age less than 6 months	2.a. How do you play with your baby/child?	<input type="checkbox"/> Moves the baby's arms and legs, or gently strokes the baby. <input type="checkbox"/> Gets baby's attention with a shaker toy or other object.
	2. b. How do you talk to your baby/child?	<input type="checkbox"/> Looks into baby's eyes and talks softly to baby.
	2.c. How do you get your baby/child to smile?	<input type="checkbox"/> Responds to baby's sounds and gestures to get baby to smile.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Look	Praise the caregiver if caregiver:	Advise the caregiver and solve problems if caregiver:
Child age 6 months and older	3.a. How do you play with your baby/child?	<input type="checkbox"/> Plays word games or with toy objects, appropriate for age.
	3. b. How do you talk to your baby/child?	<input type="checkbox"/> Looks into baby's eyes and talks softly to baby.
	3.c. How do you get your baby/child to smile?	<input type="checkbox"/> Draws smile out from child.
	3.d. How do you think your child is learning?	<input type="checkbox"/> Says child is learning well.

Session I: Playing games with cups

Objective: Participants learn how to play games with babies using cups. Caregivers realize that children's brains develop when they play with their caregivers.

Key concepts:

- My child's future is in my hands.
- Play makes children grow strong and bright. The more I play and respond to my baby, the more my baby can achieve.
- You don't need money to play.

Responsive care concepts:

- Your baby or toddler will become more difficult and misbehave or cry when they are hungry or tired.
- It will be easier for you if you put your baby down for naps and feed your baby around the same time each day, before they get too tired or hungry.
- If you feel frustrated, leave your child with a caregiver, and take a break. Hitting or shaking a child can cause disabilities or death.

Time: 1.5 hours

Materials:

- Attendance register/ sheet
- Take Home Cards /Flip chart or poster for this session
- Story Books
- Mats for sitting
- 10 metal plastic/ plastic cups without handle that can be stacked together

How to prepare:

- Practice reading the session out loud.
- Set up the toy area for children.
- When parents arrive, invite them to play and read with the children with the materials around them.

Background reading:

- <https://mumsgrapevine.com.au/2017/06/baby-getting-enough-milk/>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS



Steps of the session	
<p>Step I: Welcome</p> <p>Time: 15 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<ol style="list-style-type: none">1. Say: Welcome to session I of our program! It's wonderful to see everyone here. This is the first of 12 sessions on how we can help our babies and toddlers develop strong brains and become very smart. The first three years of life are some of the most important for brain development.2. Ask: Let's think about our fields. If we leave them alone, and we don't plant anything, or irrigate, or harvest, what will happen? Invite answers.3. Say: If we don't put in the work, we won't be able to have any crops. Well experts have come to realize that babies' brains are the same. Babies will grow strong and bright only if their mothers, fathers and caregivers take the time to play with them and make them feel safe.4. Say: Each time we meet, we will learn how to help baby girls and boys become smart and happy. We will learn parenting tips and four fun games.5. Say: Before we start, let's take a deep breath in through our nose and out through our mouth. Once more, in through our nose and out through our mouth. And once last time, in and out.6. Say: We are going to start each session with a welcome song called "Kuzuzangpo" and an additional song. Today this song will be "Ap Dorji lu chim chi du". While singing we will also use actions. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start.<ul style="list-style-type: none">• "Kuzuzangpo"

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ul style="list-style-type: none">“Ap Dorji” <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child’s hands and do the actions. Parents with older children can do the actions with the children.</p> <p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>
Step 2: Responsive care Time: 10 minutes Parents learn how to recognize and respond to their children’s needs.	<ol style="list-style-type: none">1. Say: For today’s parenting tip, we are going to talk about why babies cry and misbehave, which is a challenge we all face as parents. There are two most common times when they are likely to misbehave. Can you guess what they are?2. Say: They will start to misbehave and cry when they are hungry. We need to try to feed children at regular times before they get too hungry. If we could not, be understanding, let them know you understand they are hungry and get them some food or breastmilk as quickly as you can.3. Say: With small babies, you will know they are hungry because they will make a fist and may even put it in their mouth. You can feed the baby breastmilk and once they are full, they will relax their palm.4. Say: The second reason could be that your child is tired. You can tell babies are tired when they rub their eyes, have drooping eyelids, yawn, relax their hands and body. They may start to misbehave before nap time or in the evening. They need to have naps during the day and go to bed early around 7 or 8pm. If they are rested, they are more likely to listen and behave.5. Say: It will be easier for you if you pay attention to your baby’s rhythm and notice the approximate time when they get hungry and tired each day. Then try to put your baby down for naps and feed your baby around the same time each day, before they get too tired or hungry.6. Say: It’s important to pay attention to our children when they begin to act out to learn to recognize what your child needs: if you meet the need, you will address the behavior.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>7. Say: As adults as well, we can lose our temper when our child is not behaving the way we want. 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.</p>
<p>Step 3: Discussion about current practices</p> <p>Time: 20 minutes</p> <p>Encourage parents to reflect on their current practices.</p>	<p>1. Say: Now let's talk about play. I am going to read a statement. If you agree, make a "yes" sign. If you disagree, make a "no" sign [E.g. thumbs up, thumbs down – select action based on local context].</p> <p>Babies are too small to play [Participants sign].</p> <ol style="list-style-type: none">Say: Babies can play with you! Even very young babies love it when their parents talking to them, sing to them, dance with them, etc. These are all forms of play. <p>Only siblings should play with babies and toddlers [Participants sign].</p> <ol style="list-style-type: none">Say: Everyone in the house can play with children: mothers, fathers, grandparents, siblings. Babies discover everything through play. The more we play with babies, the more our child will learn and feel loved. <p><u>My child's future is in my hands</u> [Participants sign].</p> <ol style="list-style-type: none">Say: The first three years of life is the period in our lives where we experience the fastest brain development. The most important and influential people are the baby's primary caregivers, like their mother and father. Experts have found that loving, responsive and playful caregivers help babies build stronger brains and boost children's lifelong success.Ask: Why do children love to play? Invite answers.Say: Children love to play because this is how they build strong brains. <u>Play makes children grow strong and bright.</u> Their favorite thing is to play with you. When children play with you, they are developing their muscles, their curiosity, their thinking skills, and their vocabulary.Say: The best thing is that they don't actually need to play with toys – babies love to discover safe, clean, real objects, like cups. <u>You don't need money to play.</u>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">5. Let's try it! Here are some cups and other materials. Just spend a bit of time exploring them with your child. Give children and caregivers some cups, materials and books to play with. Give them some time to get settled and play with their children.6. Say: Now we are going to learn four games we can play with cups. These games can be played with older and younger children as well.
Step 4: Playing with babies Time: 40 minutes Teach parents 4 games they can play with their children.	<p>Game I (birth onwards)</p> <ol style="list-style-type: none">I. Say: This game is called “Tap, tap, tap”. The caregiver taps two objects together and goes from one side to the other. The baby will follow and turn their head. For small babies, this takes a lot of effort. It requires them to develop their muscles and their ability to pay attention. You will need 2 cups. Demonstrate to a caregiver with a baby. Tap the cups together lightly, moving slowly from right to left, and back again. Encourage the baby to follow the object with their eyes. Invite the caregiver to practice with their child.2. Say: All of you can now practice this with your children. Move around the group and support the parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby learns to follow objects from one side to the other and develop her attention. <p>*Parents of children with hearing loss may need to use items that produce louder sounds such as two tin cans. Parents of children with vision loss can physically guide the children's hands to safely touch the two items.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 2 (6 months onwards)</p> <p>1. Say: This game is called “Where did it go?” You will need 1 cup and something to put under (e.g. a leaf). 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.</p> <p>Invite the caregiver to practice with their child.</p> <p>2. Say: All of you can now practice this with your children. Move around the group and support the parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby learns how to find things once they have disappeared.</p> <p>*Parents of children with vision loss can physically guide the children to touch the cup, lift the cup, and then touch the leaf.</p>
--	---

	<p style="text-align: center;">Game 3 (1 year onwards)</p> <p>1. Say: This game is called “Cups within cups”. You will need 3-5 cups. 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. Invite the caregiver to practice with their child.</p> <p>2. Say: All of you can now practice this with your children. Move around the group and support the parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The children learn how objects can fit together.</p> <p>*Parents of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.</p>
	<p style="text-align: center;">Game 4 (2 years onwards)</p> <p>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). 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. Invite the caregiver to practice with their child.</p> <p>2. Say: All of you can now practice this with your children. Move around the group and support the parents.</p> <p>3. Ask: What do your children learn from playing this game with you?</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>4. Say: Your child learns to solve problems.</p>
Step 5: Reading Books 5 minutes Caregivers read books to babies.	<p>I. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children (or apply any of the four games they have just learnt).</p>
Step 6: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Say: What four games did we learn today? Explain the 4 games one last time.2. Say: <u>Play makes children grow strong and bright. The more you play and respond to your baby, the more your baby can achieve!</u>3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: <u>Have a routine where you play this game every day, just after they have slept and eaten something, for example will help your baby develop a strong brain.</u>5. Ask: Who here will practice these games every day for the next week? Participants who commit can raise their hands.6. Say: As a closing activity, we are going to sing our goodbye song “Jogay jogay”. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

Session 2: Playing Games with household items

Objective: Parents learn how to play games with babies with items available in the home.

Key concepts:

- You can play with your baby at any time and in any place. For example, while you are doing your daily chores, you can sing or talk to your baby about what you are doing.
- You can use simple things around the house as toys every day. Things with bright colors, different textures and sounds that are around the house make the best toys.

Responsive care topic:

- When your baby or toddler begins to misbehave or cry, pay attention to your child and ask yourself if they are hungry, tired, uncomfortable or angry.
- If they are, acknowledge that you recognize their need and tell your child what you will do to meet it. Once you meet the child's need, the behavior will improve.
- If you are feeling frustrated with your child, leave your child with a caregiver and meet your own needs. Hitting or shaking a child can cause disabilities or death.

Time: 1.5 hours

Materials:

- List of participants
- Flip chart
- A range of kitchen items (plates, spoons, cups, bowls etc.)
- A range of two-dimensional items of different texture (rags, sandpaper, cloths of different textures, etc.) brought by the parents

How to prepare:

- Practice reading the session out loud
- Set up the toy area for children

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Steps of the session	
<p>Step 1: Welcome</p> <p>Time: 5 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<ol style="list-style-type: none">1. Welcome the participants. You can say: Welcome to session 2 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. Your child's future is in your hands. Today we are learning about a new positive parenting tip and how to play games with household items.2. Say: Let's begin by singing "Kuzuzangpo", song we learnt last time (Ap Dorji) and we will add a new one called "Sonam gati yoe?" Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start.<ul style="list-style-type: none">• "Kuzuzangpo"• "Ap Dorji"• "Sonam gati yoe?"Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children. *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.
<p>Step 2: Responsive care</p> <p>Time: 15 minutes</p> <p>Parents learn how to recognize and respond to their children's needs.</p>	<ol style="list-style-type: none">1. Say: Every session, we are going to learn a parenting tip that helps us solve common challenges. Last time we talked about how young children misbehave when they are hungry or tired. It's important to feed them and put them down for naps at the same time each day because if they are rested and well fed, they are less likely to misbehave.2. Say: Today, we are going to talk about two other common reasons why babies and toddler misbehave and cry.3. Say: Your toddler may cry to tell you he/she is angry. It's normal for toddlers to get angry and they need your help to calm down.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>You can use the calm and explain technique. Take your toddler away to a quiet place (e.g. outside) and breathe calmly or sing to help your child calm down. You can model this behavior for your child. Once your child is calm, say “you really wanted to [play with the power socket] and I wouldn’t let you. That made you really angry. I can’t let you play with power sockets because they are very dangerous and can electrocute you.”</p> <p>4. Say: Smaller babies may cry to tell you that he/she is <u>uncomfortable</u> in some way. You can check if:</p> <p>You need to change the baby’s diaper; The baby is hot or cold. 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). 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).</p> <p>5. Say: It's important to pay attention to our children when they begin to act out to learn to recognize what your child needs: if you meet the need, you will address the behavior.</p> <p>6. Say: Remember that hitting or shaking a child can cause disabilities or death. Take a break if you feel angry. Leave your child with another caregiver and take a break. Meet your own needs first.</p>
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play with cups.2. Ask: What games did you try at home after our last session?3. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
Step 4: Discussion about	<ol style="list-style-type: none">1. Say: We are busy throughout the day and it can feel challenging to also find time to play with our baby. This activity will show us how we can transform a common task into a way of building your child’s brain. Imagine this scenario.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>current practices</p> <p>Time: 10 minutes</p> <p>Encourage parents to reflect on their current practices.</p>	<p>Say: Baby Deki is lying on a clean mat in the kitchen next to his mother, who is cutting vegetables. What can Deki's mother do to engage Deki and stimulate her brain? [Invite answers]</p> <p>Say: Deki's mother could tell her about what she is doing; she can give Deki a clean vegetable to touch; she can sing to Deki.</p> <ol style="list-style-type: none">2. Say: What games can you play with your baby in the kitchen? Invite answers.3. Say: Those are all great ideas. Young children love to play with you. You can play with your baby at any time and in any place. Play makes children grow strong and bright. We are going to learn four games we can play in the kitchen. These games can be played with older and younger children as well.
<p>Step 5: Playing with babies</p> <p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<p>Game I (birth onwards)</p> <ol style="list-style-type: none">1. Say: This game is called “Discover Objects”. 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. Demonstrate to a caregiver with a baby. Bring out one object at a time. Talk to the baby about what it's for and let the baby touch and explore the object. Never leave a baby on his or her tummy unattended. Invite the caregiver to practice with their child.2. Say: All of you can now practice this with your children. Move around the group and support the parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby discovers the names, shapes, colors, and textures of different objects. <p>*Parents of children with intellectual disabilities may need to use only a few items and allow the children to spend extra time on each item.</p>

Game 2 (6 months onwards)	
	<ol style="list-style-type: none">1. Say: This game is called “Knock it down.” You will need bowls that cannot break. Demonstrate to a caregiver with a baby. Show the caregiver how to build a house using the bowls. Encourage the baby to knock it down. Invite the caregiver to practice with their child.2. Say: All of you can now practice this with your children. Move around the group and support the parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby learns how her action can cause all the bowls to fall over. <p>*Parents of children with low vision could use items that will make a loud sound when they fall</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 3 (1 year onwards)</p> <p>1. Say: This game is called “Drumming”. You will need 4 wooden spoons, pots, plates, cups, etc. Do not use items that can break.</p> <p>Demonstrate with a caregiver with a child. Give the child 2 spoons and take 2 spoons. Say to the child: Let’s drum on the pots and listen to their sound.</p> <p>Invite the caregiver to practice with their child.</p> <p>2. Say: All of you can now practice this with your children. Move around the group and support the parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby learns to discover new sounds and how their actions can cause different sounds.</p> <p>*Parents of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.</p>
	<p style="text-align: center;">Game 4 (2 years onwards)</p> <p>1. Say: This game is called “Pretend cooking” You will need two metal or plastic plate. Do not use items that can break or that are sharp.</p> <p>2. Demonstrate with a caregiver with a child. Give your child a variety of cooking items, e.g. spoon, bowl to play with in their play area (No actual food is necessary). Say: What shall we make? Oh, wow it smells good! Can I try some? Etc. Clearly tell the parents that the child should not really cook – they are just pretending.</p> <p>Say: This game is called “Pretend Cooking” You will need spoons, pots, plates, cups, etc. Do not use items that can break. Say: What shall we make? Oh, wow it smells good! Can I try some? Etc. Invite the caregiver to practice with their child.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Say: All of you can now practice this with your children. Move around the group and support the parents. Ask: What do your children learn from playing this game with you? Say: They learn to use their imagination and will enjoy copying what they see adults doing.</p> <p>*Parents of children with physical and/or intellectual disabilities may need to physically guide their children to use the different cooking items</p>
Step 6: Books 5 minutes Caregivers read books to babies.	<ol style="list-style-type: none">1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity. Encourage parents to read books with their children and apply any of the four games they have just learnt.
Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Say: What four games did we learn today? Explain the 4 games one last time.2. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?3. Say: Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable. The more you play and talk with your baby, the smarter your baby will become!4. Say: You can play with your baby at any time and in any place. You can use simple things around the house – you don't need money to play. Things with bright colors, different textures and sounds that are around the house make the best toys. Play makes children grow strong and bright.5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: We are going to sing our goodbye song “Jogay jogay”. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

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

Session 3: Playing Games with a Cloth

Objective: Participants learn how to play games with babies with a cloth.

Key concepts:

- You can repeat games again and again because this is how babies become smart. Sing the same songs, play the same games, tell the same stories. Babies' brains get stronger when things are repeated.
- Play makes children smart and happy. And if your child is happy, you are happy.

Responsive parenting topic:

- Introduce the “Calm, explain and model” technique, where you say “I am not going to let you [do this] because [of this reason]. You can [do this] instead.”
- Emphasize the importance of being consistent with the rules.
- Remind caregivers to take a break if they are feeling angry.

Time: 1.5 hours

Materials:

- List of participants
- Flip chart
- One cloth for every other child (e.g size of a thin scarf)

How to prepare:

- Practice reading the session out loud
- Set up the toy area for children

Steps of the session	
<p>Step 1: Welcome</p> <p>Time: 5 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<ol style="list-style-type: none"> 1. Welcome the participants. You can say: Welcome to Session 3 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. Your child's future is in your hands. Today we are learning about how to play games with a cloth. 2. Say: Let's begin by singing "Kuzuzangpo", song we learnt last time (Sonam gati yoe), and we will add a new one (Jitchu chi). Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start. <ul style="list-style-type: none"> • "Kuzuzangpo" • "Sonam gati yoe?" • "Jitchu chi" <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>
<p>Step 2: Responsive caregiving</p> <p>Time: 15 minutes</p> <p>Parents learn how to recognize and respond to their children's needs.</p>	<ol style="list-style-type: none"> 1. Say: Every session, we are going to learn a parenting tip that helps us solve common challenges. In our last sessions, we learned that babies cry when they are hungry, tired or uncomfortable; and toddlers cry when they are hungry, tired or angry. It's important to pay attention to our children when they begin to act out to learn to recognize what your child needs: if you meet the need, you will address the behavior. 2. tention to our children when they begin to act out to learn to recognize what your child needs: if you meet the need, you will address the behavior. 3. Say: Today, we are going to talk about how to respond when your child is misbehaving. Let's start with a game where you need to do what I am saying: <p>Don't open your eyes [wait]. Don't close your hands [wait]. Don't shake your head [wait]. Don't look down [wait]. Don't wave [wait]. Don't close your mouth [wait].</p> <ol style="list-style-type: none"> 4. Ask: What did you think about this game? What did you find difficult?

5. Say: **This is often how we talk to young children. We tell them what they shouldn't do, but it's hard for them to figure out what they should do. Let's try this again.**
Close your eyes [wait]. Open your hands [wait]. Keep your head still [wait]. Look up [wait]. Keep your hands still [wait]. Open your mouth [wait].
6. Ask: **Which way was easier?**
7. Say: **When your child is doing something you don't want them to do, it's easier for children (and adults) if instead of punishing them, we show them what to do through our words and actions.**
8. **You can use the calm, explain and model technique: (1) help your child calm down (e.g. by going outside, singing a song, stroking the back, breathing slowly, etc.), (2) explain why you are not going to let them to do this, and (3) show your child through words and actions what you would like them to do instead.**
9. Say: **Imagine this situation. Your toddler is running with a spoon and you are worried that your child will fall and get hurt. You want to use the “Calm, explain and model” technique. You can (1) remove the spoon and take the child outside, (2) say: “I am not going to let you run with a spoon because you can get hurt”; (3) add “you can sit down and use it to drum on this box instead”.**
10. Say: **Some people believe that boys are more active or more naughty than girls, but actually, they are just as active and curious. This tip works well for both boys and girls.**
11. Say: **Now it's your turn to use the “Calm, explain and model” technique with your sons and daughters. What are you going to explain and show them? I'll give you a scenario and a few minutes to talk to your neighbors about what you will do.**

Your toddler has taken your phone and you are worried she will break it.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Your toddler is pulling his brother's hair. Your toddler is not wanting to brush her teeth.</p> <p>12. Say: You came up with many ideas. Here is one idea of what you could say:</p> <p>I am not going to let you [play with my phone] because [it can break]. You can [play with the keys instead].</p> <p>I am not going to let you [be rough with your brother] because [it can hurt him]. You can [touch him gently like this instead].</p> <p>We need to [brush our teeth] because [it keeps our teeth clean and healthy]. We can brush together [brush your teeth with her].</p> <p>13. Say: It's very important to be consistent with the rules – if you never let your child run with a spoon, the child will learn the rules and follow them. If you sometimes do and sometimes don't, it will be harder for your child to learn what they can and cannot do.</p> <p>14. Say: Remember that hitting or shaking a child can cause disabilities or death. Take a break if you feel angry. Leave your child with another caregiver and meet your own needs first.</p>
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play with household items. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
Step 4: Discussion about current practices Time: 10 minutes	<ol style="list-style-type: none">1. Say: Let's start with a game. I am going to read a statement. If you agree, make a "yes" sign. If you disagree, make a "no" sign [select action based on local context]. <p>Babies get bored playing the same game more than once. Participants sign.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Encourage parents to reflect on their current practices.	<p>Say: Babies and young children love to play the same game over and over again; they will show you when they get bored. Every time they repeat a game, their brain connection becomes thicker and they become faster and more skilled. The key message of this session is: You can repeat games again and again because this is how babies become smart.</p> <ol style="list-style-type: none">2. Say: You can use sign language to ask a baby if they want to play again like this [show the sign]. Play the game, use the sign for “more”, then play again, and repeat. Once the baby is done playing, you can make the sign for “finished”. After some time, your baby will start using this sign as well.3. Say: What games can you play with your children with a cloth? Invite answers.4. Say: Those are all great ideas. Young children love to play with you. <u>Play makes children smart and happy. And if your child is happy, you are happy.</u>5. Say: Now we are going to learn four games we can play with a cloth. These games can be played with older and younger children as well. Never leave your babies one their own with a cloth. The cloth can strangle or suffocate the baby.
--	---

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 5: Playing with babies</p> <p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<p>Game 1 (birth onwards)</p> <ol style="list-style-type: none">I. Say: This game is called “Talking about sensations”. You will need cloths of different textures (smooth, bumpy, ribbed, etc.). 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: Do you feel this soft? Do you feel this bumpy one? Invite the caregiver to practice with their child.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 parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: Your baby learns about different textures. <p>*Parents of children with low vision could also rub the different objects on the babies' fingers to begin developing pre-braille skills (tactile perception).</p>
	<p>Game 2 (6 months onwards)</p> <ol style="list-style-type: none">I. Say: This game is called “ku-ku” You will need one scarf. Demonstrate to a caregiver with a baby. Hide your face behind the cloth, the pop out and say “ku-ku” Laugh and smile each time you play! Invite the caregiver to practice with their child.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

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 parents.
3. Ask: **What do your children learn from playing this game with you?** Invite answers.
4. Say: **The baby discovers how you can appear and disappear!**

Game 3 (1 year onwards)

- I. 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)

Demonstrate with a caregiver with a child.

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.

Invite the caregiver to practice with their child.

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 parents.
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.**

*Parents of children with physical disabilities will need to physically guide their children’s hands to take out the cloth.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 4 (2 years onwards)</p> <p>1. Say: This game is called “Close Close, Far, Far”. You will need a scarf rolled into a ball.</p> <p>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> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you?</p> <p>4. Say: Your child learns to listen to clues to solve a problem.</p>
Step 6: Reading Books 5 minutes Caregivers read books to babies.	<p>1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just learnt.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 7: Reflection</p> <p>5 minutes</p> <p>Repeat the most important information covered today.</p>	<ol style="list-style-type: none">1. Ask: What four games did we learn today? Explain the 4 games one last time. Say: Remember – Never leave your babies alone their own with a cloth. The cloth can strangle or suffocate the baby.2. Say: You can repeat games again and again because this is how babies become smart. The more you play and talk with your baby, the smarter your baby will become!3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: <u>Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable.</u>5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: We are going to sing our goodbye song “Jogay jogay”. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).
---	---

Session 4: Keeping our babies healthy (hand washing, tooth brushing and indoor air pollution)

Objective: Participants learn how to keep their children clean and safe from disease.

Time: 1 hour 10 min

Note: This session should be conducted by a health professional.

Materials:

- List of participants
- Flip chart
- Toothbrush
- Toothpaste
- Water (if no provision of water, someone can mimic to be tap).
- Soap
- Towel

How to prepare:

- Practice reading the session out loud.
- Set up the toy/session area for children.

Steps of the session	
Step 1: Welcome Time: 5 minutes Welcome the participants and teach them a song that they can sing with their babies.	Welcome the participants. You can say: Welcome to session 4 of our program! It's wonderful to see everyone here. Each time we meet; We will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher! <ul style="list-style-type: none">• Say: Let's begin by singing Kuzuzangpo, the song we learnt last time (Jitchu chi), and a new one called "Lap chu".• "Kuzuzangpo"• "Jitchu chi"• "Lap chu" Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Parents with older children can do the actions with the children.</p> <p>Say: Today we are going learn how to keep their children healthy.</p>
Step 2: Review Time: 5 minutes Parents share their experiences since the session.	<p>Ask: What games did you practice after our last session?</p> <p>Ask: What times of the day did you play the games with your child?</p> <p>Ask: How did you adapt the games for your child?</p> <p>Ask: Did you find anything difficult about the games?</p> <p>Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p>
Step 3: Discussion about current preventive practices Time: 5 minutes Encourage parents to reflect on their current preventive practices.	<p>Ask: Today we are going to talk about health issues that young children get. What illnesses do children in your community get?</p> <p>Invite answers.</p> <p>Ask: How can we prevent babies from getting sick? Invite answers.</p> <p>Say: We are going to talk about three simple ways to prevent common health issues.</p>
	<p>Hand Washing</p> <p>Say: Diarrhea is loose or watery stool three or more times in a day. Diarrhea can kill children if is not treated early.</p> <p>But we can also prevent it!</p> <p>Ask: What are some ways we can avoid diarrhea? Invite answers.</p> <p>Say: Diarrhoea can be prevented by providing fresh cooked food, store left over food in a close container, defecate in the toilet pot, <u>dispose of children's feces in a toilet or bury it. You should not dispose of children's feces where you eat or where you wash dishes.</u></p> <p>Say: <u>A second way to prevent diarrhea is to wash your hands with soap.</u></p> <p>Demonstrate: I am going to show you the best way to wash your hands. Important to wash hands for at least 20 seconds. There are seven steps:</p> <ul style="list-style-type: none">• Wet hands• Apply soap• Rub hand surfaces vigorously following seven steps of hand washing while singing "Labchu Labchu" song.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ul style="list-style-type: none">• Rinse with water• Clean with clean towel/cloth piece or air dry <p>Ask: When are the most important moments to wash hands to prevent diarrhea? Why?</p> <p>Say: To avoid diarrhea, COVID-19 and any other infectious diseases, the five important times to wash hands with soap are:</p> <ul style="list-style-type: none">• After defecating• After cleaning a baby's bottom• Before handling food• Before eating• Before nursing or feeding a child. <p>Ask: What are the important reasons of hand washing in this current situation?</p> <p>Say: To prevent spreading of infectious diseases, e.g coronavirus (COVID-19).</p> <p>Tooth brushing</p> <p>Say: We are going to learn how to brush our teeth.</p> <p>Ask: When should we brush our teeth?</p> <p>Say: We should brush our teeth twice a day: once in the morning after breakfast and once in the evening before going to sleep.</p> <p>This will keep us and our children from having tooth aches and cavities.</p> <p>Say: Buy a soft toothbrush once children get their teeth and brush their teeth twice a day.</p> <p>Demonstrate and explain the steps.</p> <p>While you wash hands or brush teeth, you can sing a song to make it more fun, such as: "<u>This is the way we brush our teeth, brush our teeth, brush our teeth</u>"</p> <p>Indoor air pollution</p> <p>Say: When you look at this cooking stove, do you see any dangers for children? [Invite answers]</p>
--	---

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS



Say: You might see how water, fire, etc. The other main danger here, especially for young children, is air pollution. The smoke produced actually goes into babies' bodies, damages their brains and makes them very sick. One in 10 children die from air pollution.

Say: It is important to keep your children away from this air pollution as much as possible. If you need to cook, ask another caregiver to take your baby for a walk.

Optional:

Physical Distancing

One way to prevent coronavirus (COVID19) is to maintain physical distance .



Take cards and put them all face down. Most of them should touch. Turn one card over and explain that this person has a fever. This illness spreads quickly; everyone who touches this card also falls sick. Turn all the cards that are touching over, one by one. Talk about how many people are sick.

Now say that everyone is going to stay at home. Make separate groups of 3, 4, 5 cards. Turn one card over – that person is sick. Then ask your child to turn all the cards that are touching over. Talk about the difference and why it's important to stay home.

Focus on how you are working together to protect yourselves as a family and working together to make things better for others.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Say: Take the child to the Health Unit if he or she shows any of these symptoms:</p> <ul style="list-style-type: none">○ Feels hot○ Passing loose stool three or more times in a day;○ Vomiting everything;○ Nonstop bleeding○ Difficulty in breathing○ Consistent cough○ Difficult to eat and refuses to eat;○ Blood in stool;○ Infected wound○ Unexplained weight lost <p>Sudden loss of interest in playing</p>
IMPORTANT MESSAGE FOR PARENTS	<p>Say: We will only learn one game together today, and it's one that you might know already. This game works for children of all ages. Hide something in one of your hands and close both fists. Invite your child to choose a hand to find the object. With small babies, start with one hand but make sure the object is large, clean and safe because the baby will put it in their mouth. Encourage parents to try.</p> <p>Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <ul style="list-style-type: none">○ Encourage parents to read books with their children and apply any of the four games they have just learnt.
Step 5: Playing and reading books 10 minutes Caregivers read books to babies.	<p>Ask: What are three things you can do to keep children clean and healthy? Invite answers.</p> <p>Say: We need to wash our hands and our baby's hands at five key moments, we need to brush our baby's teeth at two key moments, and we need to keep our babies away from smoke.</p> <p>Ask: Who remembers the five moments of handwashing? Invite answers.</p> <p>Say: The five times when you should wash your hands with soap and water are (1) after defecating, (2) after cleaning a baby's bottom, (3) before nursing or feeding a child, (4) before handling food, and (5) before eating.</p> <p>Ask: Who here will ensure that they practice these three behaviors every day? Participants who commit should raise their hands.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Say: We will sing our goodbye opening song again. Invite parents to sing. Say: Bye bye everybody. Thank you for coming tonight. Let us 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>
Step 6: Reflection 5 minutes Repeat the most important information covered today.	<p>Ask: What are three things you can do to keep children clean and healthy? Invite answers. Say: We need to wash our hands and our baby's hands at five key moments, we need to brush our baby's teeth at two key moments, and we need to keep our babies away from smoke.</p> <p>Ask: Who remembers the five moments of handwashing? Invite answers. Say: The five times when you should wash your hands with soap and water are (1) after defecating, (2) after cleaning a baby's bottom, (3) before nursing or feeding a child, (4) before handling food, and (5) before eating. Ask: Who here will ensure that they practice these three behaviors every day? Participants who commit should raise their hands. Say: We will sing our goodbye opening song again. Invite parents to sing. Say: Bye bye everybody. Thank you for coming tonight. Let us 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>

Other option: If mothers chew food and then feed it to babies, explain that this transmits cavities to babies (transmits germs and makes holes in the teeth, which hurt). It is better to mash up the food with a fork and feed it to the baby.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Session 5: Breastfeeding from birth to two years (for mothers)

Objective: Participants learn how to breastfeed their babies exclusively until six months to help them grow healthy and smart. Continue to breastfeed until two years of age.

Time: 1.5 hours

Note: This session should be conducted by a health professional who has been trained in how to promote breastfeeding (positioning and latching).

Materials:

- List of participants
- Flip chart
- Rolled up blanket
- Doll to demonstrate breastfeeding
- Breast model
- Posters

How to prepare:

- Practice reading the session out loud.
- Set up the toy /session area.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Steps of the session	
Step 1: Welcome Time: 5 minutes Welcome the participants and teach them a song that they can sing with their babies.	<p>Welcome the participants. You can say: Welcome to session 5 of our program! It's wonderful to see everyone here. Each time we meet. We will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher!</p> <p>Say: Let's begin by singing Kuzuzangpo, the song we learnt last time (Lap chu), and a new song called "Ya namkhai bulu".</p> <ul style="list-style-type: none"> • "Kuzuzangpo" • "Lap chu" • "Ya namkhai bulu" <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>Say: Today we are going learn the proper ways to breastfeed our babies to give them the best start to life.</p>
Step 2: Review Time: 5 minutes Parents share their experiences since the session.	<p>Ask: What did you practice after our last session?</p> <p>Ask: Did you find anything difficult about the practices?</p> <p>Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p>
Step 3: Discussion about current practices Time: 30 minutes Encourage parents to reflect on their current knowledge.	<p>Ask: When a baby is first born, what kind of care does a baby need? Invite answers.</p> <p>Say: When a baby is born, s/he may feel cold. Your baby needs skin to skin contact with you to feel warm. Your baby needs to feel your touch and hear your voice to know that s/he is safe. This bonding is very important.</p> <p>Ask: When a baby is first born, what kind of food does a baby need? Invite answers.</p> <p>Say: A baby needs breastmilk within an hour after birth. The yellow milk that the mother produces is very good for the baby.</p> <p>Ask: When can you start giving a baby water, milk or any other food or drink? Invite answers.</p> <p>Say: From birth to 6 months, breast milk is the only food that babies need. Babies under 6 months should never drink water or cow's milk, even if it's very hot outside. Babies that drink anything else or eat food before 6 months complete become weak, they get sick more often and they cannot learn as well. Breast milk contains all of the water and all of the nourishing food that babies need to be healthy and smart.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Ask: How often should you breastfeed your baby? Invite answers.

Say: Small babies should be breastfed at least every three hours, day and night, or 8 times in 24 hours.

Ask: How long should you breastfeed your baby? Invite answers.

Say: Breastfeed your baby as long as possible on one side, then switch to the other. Try to keep the baby awake by talking and playing with him/her.

Ask: Do mothers ever run out of breast milk? Invite answers.

Say: All women can produce enough milk to feed their baby. Sometimes, babies will feed more frequently to increase your milk supply. That is normal. Feed your baby more frequently and you will produce more milk.

Ask: How do we know when a baby is hungry and wants to eat? Invite answers.

Say: There are many signs that babies give us to tell us that they are ready to eat. They might make a fist, suck on their hands, stick their tongue in and out or open their mouths wide and turn their heads to the side. When babies are very hungry, they start to cry. Try to feed your baby before they start to cry by looking for these signs, but don't worry if they start to cry.

Ask: If your baby is sick, what should your baby eat? Invite answers.

Say: If your baby is sick, continue to breastfeed. Sick babies need to breastfeed more frequently to regain their strength and get healthy.

Ask: If the mother is sick, should she still breastfeed? Invite answers.

Say: Even you are sick, you should still breastfeed your child. Make sure you wash your hands before handling your baby and have a checkup with a health care provider for advice.

Say: We will now demonstrate three skills to help you with breastfeeding. You must always wash your hands with soap and water before breastfeeding.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 4: Demonstration and practice</p> <p>Time: 45 minutes</p> <p>Teach parents new skills.</p>	<p>Types of nursing position/ holding the babies while breastfeeding e.g Cradle Position</p> <p>Show the picture card of the cradle hold.</p> <p>Explain how the baby is well positioned: Baby head and body held straight, baby facing the mother, baby's chest and the mother chest are close/in contact, baby well supported.</p> <p>The baby's hand passes behind the mother's waist [swoop hand behind waist].</p> <p>You can place the rolled blanket on your lap to support the baby if the baby is small.</p> <p>Explain other nursing position relevant to the mothers e.g for twin babies, big breast etc.</p> <p>Ask for a volunteer to help you demonstrate this nursing position with her own baby, if culturally appropriate, or a rolled-up towel if a baby cannot be used. As you position the volunteer, explain to the participants. Say: Now practice with your baby.</p> <p>Invite mothers to hold their babies in this position or to practice with the rolled towel, depending on cultural context.</p> <p>Move around the group supporting the caregivers.</p>
	<p>Good attachment/Latching</p> <p>Show the picture card of the good attachment.</p> <p>Explain why the baby is latched on properly: More areola visible above than below the baby's mouth, mouth open wide, lower lip turned outward; and chin touching the breast.</p> <p>Explain that when the baby has latched on correctly, breastfeeding will feel more comfortable and baby will get adequate breastmilk.</p> <p>Say: Now practice this with your baby.</p> <p>Invite mothers to practice. Move around the group supporting the caregivers.</p>
	<p>Brain building and bonding while nursing</p> <p>Demonstrate with a doll or a parent.</p> <p>Say: Breastfeeding is a really sweet time for you to bond with your baby. Here are three activities you can do with your baby while breastfeeding. These activities can help your baby stay awake while nursing so that they can eat more and sleep better.</p> <ol style="list-style-type: none">1. Touch game: Stroke your baby's hands, feet, belly or hair. Feel the softness of your baby's skin. Notice your baby's response.2. Song game: Sing a song to your baby (normally, faster, slower, a bit louder, very softly). You can also tell your baby that you love her/him in different tone. (whisper, excited, singing, etc.).3. Action game: Take your baby's hand and kiss it, then move the hand slightly away, then bring the hand back and kiss it again. Do this a few times, then notice as your child begins to bring his hand up for a kiss himself.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Say: Baby boys and baby girls will both benefit from these bonding games. Now practice this with your baby. Move around the group supporting the caregivers.</p> <p>Ask: What do your children learn from playing this game with you? Invite parents to answer. Say: Your child learns what it means to feel safe and loved.</p>
Step 5: Reading books 10 minutes Caregivers read books to babies.	<p>Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just learnt.</p>
Step 6: Reflection 5 minutes Repeat the most important information covered today.	<p>Ask: What is the only food that babies under six months need? Invite answers. Say: That's right! Babies younger than 6 months only need to breastfeed. They should not eat or drink anything else, not even water.</p> <p>Ask: What can we do with our babies while we are nursing them? Invite answers. Say: We can play games that involve touch, sound and actions while baby breastfeeds to bond with them and help them stay awake to drink more milk.</p> <p>Ask: Who here will practice these skills during the next two weeks? Participants who commit can raise their hands.</p> <p>Say: Let us sing “jogay jogay” again. Invite parents to sing. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home.</p> <p>We will see you in the next class on _____ (confirm date of next class).</p>

Optional: You can invite women to stay and ask questions and/or invite mothers to share their experiences breastfeeding in small groups.

Session 6: Daddy and me routine (for fathers)

Objective: Fathers become active caregivers with their babies.

Time: 1.5 hours

Materials:

- List of participants
- Flip chart

How to prepare:

- Practice reading the session out loud.
- Set up the toy /session area.

Steps of the session	
<p>Step 1: Welcome</p> <p>Time: 5 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<p>3. Welcome the participants. You can say: Welcome to our special sessions for fathers! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning about how fathers can help children grow strong and bright.</p> <p>4. Say: Let's begin by singing a welcome song called "Kuzuzangpo", and a new song called "Chey rey zha". Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start.</p> <ul style="list-style-type: none">• "Kuzuzangpo"• "Chey rey zha" <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 2: Responsive caregiving

Time: 15 minutes

Parents learn how to recognize and respond to their children's needs.

1. We will learn a really important parenting tip that fathers can apply.
2. Say: **When your child is doing something you don't want them to do, instead of punishing them, show them what to do through your words and actions.** You can use the calm, explain and model technique: (1) help your child calm down (e.g. by going outside, singing a song, stroking the back, breathing slowly, etc.), (2) explain why you are not going to let them to do this, and (3) show your child through words and actions what you would like them to do instead.
3. Say: **Imagine this situation. Your toddler is angry and throwing things. You want to use the “Calm, explain and model” technique. You can (1) take your child outside, (2) say: “I am not going to let you throw things as they will get damaged”; (3) add “you can come for a walk with me instead”.**
4. Say: **Now it's your turn to use the “Calm, explain and model” technique. What are you going to explain and show them? I'll give you a scenario and a few minutes to talk to your neighbors about what you will do.**

Your toddler is hitting her sister.

Your toddler is not wanting to brush her teeth.
5. Say: **You came up with many ideas. Here is one idea of what you could say:**

I am not going to let you [hit your sister] **because** [you are hurting her]. **You can** [come for a walk with me instead].

We need to [brush our teeth] **because** [it keeps our teeth clean and healthy]. **We can brush together** [brush your teeth with her].
6. Say: **It's very important to be consistent with the rules – if your child has to brush her teeth every day after breakfast and before bedtime, the child will learn the rules and follow them. If**

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>you sometimes do and sometimes don't, or if you change the time, it will be harder for your child to learn what they can and cannot do.</p> <p>7. Say: Remember that hitting or shaking a child can cause disabilities or death. Take a break if you feel angry. Leave your child with another caregiver and meet your own needs first.</p>
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. What games have you played with your baby since you started coming here?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
Step 4: Discussion about current practices Time: 10 minutes Encourage parents to reflect on their current practices.	<ol style="list-style-type: none">6. Say: Let's start with a story. This is the story of three fathers and their three babies [show three papers and give these to three fathers]. Ask first father to act being busy. Paper stays on the side. Say: The first father was very busy. He worked very hard. He didn't play with his baby because he didn't know how and didn't have time. He thought taking care of children was only something women should do. Ask second father to crush the paper into as small a ball as possible. He can bang the ball, he can squash it. Say: The second father was very frustrated and he would drink alcohol. Sometimes, he would hit or yell at his children. Sometimes, he would be mean to his wife. He thought this was okay to do. Ask third father to fold the paper into something, like a paper airplane or hat. Say: The third father was very active. He would find time to take his baby for morning walks, he would sing songs, he would wash his baby's hands before meals, he would tell stories every evening.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">7. Say: These fathers did not realize that their actions had a direct impact on their babies' brains. Let's compare them. Which one was most successful? Why? Which one was least successful?8. Say: The third father's baby was able to develop because the father played with her every day. The second father's baby was badly damaged by the violence and fear in the family. The first father's baby was not able to develop because he did not play with his father.9. Say: Babies love to play with their dads. <u>Play makes children smart and happy. And if your child is happy, you are happy.</u>10. Say: Now we are going to learn four games dads can play with babies every day. These games can be played with older and younger children as well.
Step 5: Playing with babies Time: 40 minutes Teach parents 4 games they can play with their children.	<p>Game I (birth onwards)</p> <ol style="list-style-type: none">1. Say: This game is called "Copy Cat". Demonstrate with a caregiver. Say: 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. Make a circle with your mouth and wait. Your baby will copy it back. You can stick your tongue out and wait. Your baby will copy you. You can also coo and wait. Invite the father to practice with their child.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 parents.3. Ask: What do you and the baby learn from playing this game together? Invite answers.4. Say: You learn to connect to each other and have a back and forth conversation through your body and sounds.

	<p style="text-align: center;">Game 2 (6 months onwards)</p> <p>1. Say: This game is called “wash, wash, wash our hands”.</p> <p>Demonstrate to a father with a baby. Take your baby to wash her hands before she eats and sing a song while you wash your hands. Sing the song twice to show a contrast (e.g. fast and slow, or loud and quiet). This makes the activity much more fun.</p> <p>Invite the father to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby discovers contrasts!</p>
	<p style="text-align: center;">Game 3 (1 year onwards)</p> <p>1. Say: This game is called “our morning walk”.</p> <p>Demonstrate to a father with a baby. Take your baby for a walk and stop to ask your baby which way she would like to go. Your child will show you the sign.</p> <p>Invite the father to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby discovers how to use signs to communicate!</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 4 (2 years onwards)</p> <p>1. Say: This game is called “Story of our day”.</p> <p>Demonstrate with a father with a child. Say: Every evening, during dinner or before bedtime, you can tell your child the story of the day. Start with when they woke up, and talk about all the things you did together throughout the day. Babies and young children love to hear about all the things they did.</p> <p>Invite the father to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you?</p> <p>4. Say: Your child learns new vocabulary and learns about time.</p>
Step 6: Reading Books 5 minutes Caregivers read books to babies.	<p>1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just learnt.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Ask: What four games did we learn today? Explain the 4 games one last time.2. Say: Fathers who play help babies become strong and bright. The more you play and talk with your baby, the smarter your baby will become!3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: <u>Have a routine where you play these game every day, like during a morning walk, before meals, and before bedtime.</u>5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: As a closing activity, we are going to sing a goodbye song called “Jogay jogay”. Invite fathers and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home.
--	---

Session 7; Complimentary Feeding

Objective: Participants learn what to feed, how much to feed and how to feed their children responsively.

Time: 1.5 hours

Note: This session should be conducted by a health professional who has been trained in complementary feeding.

Materials:

- List of participants
- Flip chart
- Video clips on food recipe (sprinkle program)
- Rolled up blanket
- Doll to demonstrate breastfeeding
- MoH IYCF poster

How to prepare:

- Practice reading the session out loud.
- Set up the toy area for children.

Steps of the session	
Step 1: Welcome Time: 5 minutes Welcome the participants	<p>Welcome the participants. You can say: Welcome to session 7 of our program! It's wonderful to see everyone here. Each time we meet. We will learn how to raise happy, healthy and smart children. Remember you are your child's best teacher!</p> <p>Say: Let's begin by singing Kuzuzangpo, the song we learnt last time (Ap Dorji lu chim chi du), and a new song called "Chey rey zha".</p> <ul style="list-style-type: none">• "Kuzuzangpo"• "Ap Dorji"• "Chey rey zha" <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Say: Today we are learning how to feed our children after six months of age and balanced meals thereafter.</p>
Step 2: Review Time: 5 minutes Parents talk about what they tried from prior session	<p>Ask: What did you practice after our last session? Ask: Did you find anything difficult about the practices? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.</p>
Step 3: Discussion about current practices Time: 5 minutes Caregivers learn how much to feed babies.	<p>Ask: What do you feed your children? Ask: How do you know your children have had enough to eat? Ask: What are effective ways to feed your children? Say: We will now demonstrate three skills to help you with feeding your child. Remember that you must always wash your hands with soap and water before cooking and feeding your child.</p>
Step 4: Let's practice Time: 1 Hour Teach parents how to be responsive to babies' cues.	<p>WHAT TO FEED: SORTING FOOD GROUPS Ask: Does anyone know the three groups? Invite answers. Say: There are three food groups: go (rice, etc.), grow (e.g. eggs, meat, and dairy) and glow (e.g. vegetables and fruit). We need to make sure to feed children and pregnant women food items from all these food groups every day. A good way to do this is to make fried rice with eggs and colorful vegetables cut small. Say: We are going to play a game now where you need to organize food into these three food groups! Organize small groups in circles and provide a variety of food items in the middle for the participants to sort through.</p> <p>HOW MUCH TO FEED: SORTING FOOD QUANTITIES Show the MoH IYCF poster on complementary feeding.</p> <p>Ask: How much should babies eat from 6 month onwards?</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Say: **At 6 months complete, babies should start by eating only 2 or 3 tablespoons of mashed foods per meal. You will gradually increase to about ½ cup by about eight months per meal.**

Say: **Babies should have 2-3 meals each day. You can add 1 or 2 snacks (like a fruit) in between meals from about 7-8 months.**

Say: **When they reach 9 months, they can eat a small portion on a plate during family meals.**

Ask: **What should babies eat from 6 months and up?** Invite answers.

Say: **Breastfeed your baby as often as he wants because this is still the food with the most nutrients. Also make sure that every meal includes go, grow and glow foods as often as possible. Do not give tea or alcohol to your child because this will damage their iron absorption and their brain development.**

Ask: **What texture is best for babies?** Invite answers.

Show complementary feeding flip chart.

Say: **First, babies will eat mashed foods. Over time, they can eat chopped or sliced food.**

Ask: **What should you do if your child does not want to eat?** Invite answers.

Say: **Feed your child slowly, patiently. Encourage, but do not force your child to eat. If your child refuses to eat, you could give your child an object to touch, like a spoon or bow. If your child still refuses, try again later. Some days, your baby will eat less and some days, your baby will eat more. If you are introducing a new food, your child may reject it the first few times. It takes time for your baby to become used to new tastes.**

Ask: **How do you know when your baby is full?** Invite answers.

Say: **You baby may turn his or her head away, begin to fuss, keep his or her mouth closed, keep the food in his or her mouth, etc.**

Ask: **What should you do with your baby's leftover food?** Invite answers.

Say: **You should always give the food away. Your baby cannot eat food that she/he has already tasted because bacteria will grow in this food very quickly and your baby will get sick. Your baby is very sensitive to bacteria.**

HOW TO FEED: FORCE FEEDING VERSUS RESPONSIVE FEEDING

Demonstrate with an adult volunteer who will be the ‘baby’, while you are the ‘parent’.

Say: **Here is the first demonstration. Pay close attention to how the baby is fed and what the baby eats.**

Demonstrate with an adult volunteer who will be the ‘baby’, while you are the ‘parent’

Parent: Forces the spoon into the child’s mouth

Baby: Cries, screams

Parent: Demands: Eat! Eat!

Baby: Turns face away from the spoon

Parent: Continues to force baby to eat.

Baby: Struggles to get away.

Parent: Turns on the TV.

Baby: Opens mouth to eat.

Ask: **How did the parent feed the baby?** [e.g. More forceful and dominating]

Ask: **Do you think this was a positive or negative experience for the baby?** [Probably more negative]

Ask: **Did the baby get enough food to eat?**

Say: **Here is the second demonstration. Compare how the baby is fed and what the baby eats.**

Parent: Smiles and coos at the baby. Parent sets up the food and tells the baby that they are going to have a meal and talks about the type of food.

Baby: Smiles

Parent: Talks with and encourages the child. Says, “good job!” and “You are so brave to try new foods!”

Baby: Eats food

Parent: Gives child some finger food to try to pick up.

Baby: Explores finger foods and opens mouth to eat. Some food will fall on the ground.

Parent: Offers the baby the spoon and give baby opportunities to use spoon or hands to feed self

Baby: Pick up food and feed self

Parent: Parent praises the child. When the baby refuses food, drop the spoon, and talk to the baby softly. Offer the spoon again later.

Parent: Do you want more [use sign language for more] or are you finished [use sign language for finished]?

Baby: Eats most of the food and leaves a bit.

Parent: Praises the child and throws food away.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Ask: How did the parent feed the baby? [e.g. More participatory and respectful] Ask: Do you think this was a positive or negative experience for the baby? [Probably more positive] Ask: Did the baby get enough food to eat?</p>
Step 5: Reading books 10 minutes Caregivers read books to babies.	<p>Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just learnt.</p>
Step 6: Reflection 15 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Ask: What did we learn today? Invite answers.2. Say: We learnt what to feed children, how much to feed them and how to feed them in a loving way.3. Say: Remember that babies should not have tea, alcohol. They also should not have salt, sugar or honey until they are two years old.4. Say: Remember that when babies get sick, they need to eat and breast feed more frequently to regain their strength. You can offer them smaller and more frequent breastfeeds and meals. For two weeks after they recover, continue to feed them more frequently.5. Ask: Who here will ensure that they practice these three behaviors every day? Participants who commit should raise their hands.6. Say: Let us end by singing “Jogay jaogay”. Invite parents to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

Optional food demonstration can be added to the welcome step:

Say: **Today, we are going to make [name nutritious food]! Before cooking food, we should wash our hands with soap and water.**
Invite volunteers to wash hands with soap and water and help prepare food.

Say: **Remember that while we are preparing and eating our food it is a great time to talk with our children and watch over them as they play. You can talk to your babies about what you are doing and sing to them!** Ask for children volunteers to help wash vegetables or perform other safe tasks. Offer young children pots and spoons to pretend to cook with.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Say: **Thank you everyone for helping us prepare this tasty food! We will let it cook over here while we complete our session. Once it is ready, we will cover it to make sure it stays clean and then we will eat it together later. You must always remember to cover food.**

At the end of the session, say: **The food we prepared at the beginning is now ready to eat!** Ask parents to help children wash their hands. Then distribute food to each family to help their child eat. Encourage parents to talk to their children and to allow their children to feed themselves.

Optional drinking water preparation:

Ask: **How should we prepare drinking water for all family members, including small children?** Invite answers.

Say: **To prepare drinking water, we need to boil it until it bubbles. Then we can put it aside and use it throughout the day. Remember to cover it to keep it clean.**

Ask for an adult volunteer to boil water.

SESSION 8: CAREGIVER WELLBEING

Session Objectives

KNOW: Understands that all caregivers experience challenges in bringing up young children. Understand the sources of joy, worry and stress

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

Please note that this session is only for mothers of young children and no additional caregivers. It is important for the group to be uniform.

Key concepts

- The many changes that come with motherhood are 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.

Time for session: 1.5 hours

Materials needed for this session:

- List of participants.
- Marker pens.
- A pre-drawn flipchart with a balance
- Drawing on flipchart with mother and baby in the middle
- Picture books
- Mats for sitting

How to prepare:

- Read session beforehand
- Set up the toy area

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

SESSION ACTIVITIES

Steps of the session	
Step 1 – Welcome Time: 5 minutes Welcome the caregivers	<p>I. “Welcome everyone! This is a special session for mothers well-being. Here, we will share our experiences, strength and hope with each other. Our primary purpose is to support each other.”</p> <p>Please choose a song that you would like to sing.</p>
Step 2: Establishing Guidelines Time: 15 minutes	<p>I. To create emotional safety in our support group, we need to remember these four ground rules:</p> <p><u>Listening</u>: One person speaks at a time. Please listen to what other people are saying and raise your hand if you have something to say. Your turn will come once the first person has finished.</p> <p><u>Confidentiality</u>: We keep everything we hear confidential. “What is shared in this room stays in this room.”</p> <p>Members of this group have the right to confidentiality and privacy. Confidentiality within the group setting is a shared responsibility based on mutual trust and respect by all members and staff. We ask that you do not share any personal details or experiences of others that you hear in this group. The staff / facilitator may be legally, ethically required to break confidentiality if a participant threatens harm to themselves or another, or when there is knowledge of the abuse or neglect of a child.</p> <p><u>Safe place for feelings</u>: We share and honor our real feelings and are not role playing. Feelings are neither right or wrong, good or bad. All feelings are accepted. We never mock or attack another person’s feelings or ideas.</p> <p><u>Respecting Boundaries</u>: We respect the physical, emotional, spiritual, and intellectual boundaries of members of the support group. We never give unsolicited hugs. We never tell anyone what she should or should not be thinking, feeling, or doing. We respect religious beliefs and practices. We also encourage all members of group to respect time of group session.</p> <p><u>Sharing</u>: We do not comment on another person’s ideas or drawing unless it’s positive. To share information on management of group session – who is responsible for venue and logistic management (cushion, water, snack/ tea etc.).</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 3: Discussion about current practices Time: 10 minutes	<ul style="list-style-type: none">● Say: We are going to start with a relaxation activity. This is an activity which you can practice while holding your children. I will show you first and then we can practice.● Demonstrate and say: We take a deep breath in, while counting to 10 in our heads, and then take a deep breath out whilst counting to 10 in your head. Then I am going to tense my muscles, and then relax. When we tense our muscles, and then release, they naturally relax afterwards.● Say:<ul style="list-style-type: none">○ Now let's try together. Take a deep breath in (breathe in, counting to 10)○ Take a deep breath out (breathe out, counting to 10).○ Now we are going to tense all of our muscles, starting with our feet. Tense your foot as tightly as you can for 5 seconds, and then relax. Now tense your legs, tightly, and then relax. [Continue moving up].● Ask: How did this activity make you feel?
Step 4. Joys and worries Time: 15 minutes	<p>Explain that motherhood is full of joy and anticipation, and it can also be a source of worry and stress. It's important for young mothers to take care of their own physical and mental health needs so they can take care of their child/children and themselves. Ask the mothers to give feedback on why it is important to take care of themselves- make notes on the flipchart (or draw).</p> <p>Draw a balance with 2 baskets (Can be prepared in advance) and explain that this balance shows the way the experience of having an infant contains intense joy, pride etc and on the other hand, many new mothers worry and they are very tired. This is common all over the world- there is nothing strange about being worried or at times feeling overwhelmed. This does not mean that you are an unfit mother, or that the baby will not thrive. For most mothers, confidence will grow, and energy will come back- especially if you are able to get some sleep. ask the mothers to name the joys- and write them in basket on one side. Then ask if they know of any worries that mothers could have (do not probe for personal experience, but keep it generalized). Make sure that issues such as recovering from a difficult birth can add to stress.</p> <p>Explain: The word stress is used to describe feelings of tension, worry, and strain. People feel stress every day, and stress can sometimes be healthy. Sometimes, though, stress can be too much. As a new mother, one has to make many decisions, adjust to the change in family life, and juggle expectations from one self and those from the surroundings, taking care of our child vs. our own needs can all be stressful.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Too much stress can affect your physical and mental wellbeing. It can weaken your immune system and affect the health of your heart. Stress is different for everyone. What is relaxing for one person may be stressful to another.</p> <p>The stress response is a natural and helpful response in certain short-term situations. Problems can arise when the stress response is continuously activated. This can occur if daily life becomes stressful. When you are under stress, you may experience the following feelings, thoughts, behaviour, or common physical symptoms we will discuss in the next session.</p>								
Step 5. Signs of stress Time: 15 minutes	<p>Explain that all people have different signs of stress, and that many will pass as baby grows older. We will now explore the common signs of stress and what it looks like in Bhutan. Stress can express itself in different ways. Most commonly, mothers can experience signs that are in 4 different areas- feelings, thought, behaviour and physical symptoms. Draw (or have a prepared drawing ready) a mother with a baby in the centre of the paper- add a heart for feelings, indicate the head for thoughts, an indication of behaviour coming from the mother and an indication of the body- to show the physical signs.</p> <p>Ask the participants to discuss in pairs or small groups. Depending on the number of participants, the groups can be assigned a specific area. Give some examples before the work starts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4f81bd; color: white;"> <th style="text-align: left; padding: 5px;">Feelings</th> <th style="text-align: left; padding: 5px;">Thoughts</th> <th style="text-align: left; padding: 5px;">Behaviors</th> <th style="text-align: left; padding: 5px;">Physical Symptoms</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Afraid Fear- Moodiness- Embarrassment- Overwhelmed</td><td style="padding: 5px;">Thinking badly about self- Difficulty concentrating or making decision- Forgetfulness- Worry about the future- “I am not a perfect mother” “something is not right with my child” “ others think I am not working hard enough” Thinking the same thing over and over-</td><td style="padding: 5px;">Crying easily Doing things without Thinking- Irritable Avoiding other people</td><td style="padding: 5px;">Headaches Clenching or grinding your teeth- Back or neck problems- Trouble sleeping when getting the chance Tired- Rapid breathing- Pounding heart</td></tr> </tbody> </table>	Feelings	Thoughts	Behaviors	Physical Symptoms	Afraid Fear- Moodiness- Embarrassment- Overwhelmed	Thinking badly about self- Difficulty concentrating or making decision- Forgetfulness- Worry about the future- “I am not a perfect mother” “something is not right with my child” “ others think I am not working hard enough” Thinking the same thing over and over-	Crying easily Doing things without Thinking- Irritable Avoiding other people	Headaches Clenching or grinding your teeth- Back or neck problems- Trouble sleeping when getting the chance Tired- Rapid breathing- Pounding heart
Feelings	Thoughts	Behaviors	Physical Symptoms						
Afraid Fear- Moodiness- Embarrassment- Overwhelmed	Thinking badly about self- Difficulty concentrating or making decision- Forgetfulness- Worry about the future- “I am not a perfect mother” “something is not right with my child” “ others think I am not working hard enough” Thinking the same thing over and over-	Crying easily Doing things without Thinking- Irritable Avoiding other people	Headaches Clenching or grinding your teeth- Back or neck problems- Trouble sleeping when getting the chance Tired- Rapid breathing- Pounding heart						

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Make sure that the examples are appropriate for the context- ask for examples to make sure that everyone is on board.</p> <p>Again, stipulate that if mothers are experiencing this, it does not mean they do not love their babies. It is not a sign of weakness. It is perfectly human and common among all mothers. Remind the participants of the balance- feelings of happiness, love and accomplishment can very well exist alongside worries and fatigue.</p>
Step 6. How to manage stress Time: 20 minutes	<p>Say: Although it is very rare, some women have very serious stressful times after giving birth. Some have thoughts of hurting the baby or themselves, hearing voices, seeing things that are not there, or feeling paranoid (very worried, suspicious, or mistrustful).</p> <p>Ask: What do you do and whom do you consult for help if you are going through stressful times.</p> <p>Say: There are several myths and beliefs around stressful times after giving birth to a baby and ways of treating stress. For example:</p> <ol style="list-style-type: none">a. A spirit that resides around is not happy with defilement because of birth of a baby and it causes the mother to experience frequent crying, loss of appetite, and trouble sleepingb. The mother can be cured with the help of rituals to force the spirits to leave.c. Rituals appear to be most effective when the mother believes in them. <p>Say: It is important to seek both religious and medical help at the earliest. [Share information card with counsellors and other support services.]</p> <p>Say: They are also activities that can help your general health and wellbeing. Here are three tips:</p> <ul style="list-style-type: none">• Tip 1: Make sure that your daily routine starts with some of time for you to care for yourself. You can start the day with a hot cup of tea/coffee, a relaxation activity or taking a moment to feel grateful for something. If you can, rest while the baby is sleeping. Remember that it takes a while to “become yourself” again after childbirth- hormones, lack of sleep and all the new adjustments can make the mood swing and can seem quite overwhelming to all new mothers.• Tip 2: When you are feeling overwhelmed, it’s okay to leave your baby with someone safe and take a break. Go for a walk, or just find a quiet place, put your hand on your heart and breathe.• Tip 3: Sing. Singing reduces stress and it’s even better if you do it with your child.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>Create groups of three or four mothers.</p> <p>Say: There are different ways to care for ourselves and manage stress. Some work better than others for different people. In groups of 3-4, talk about one way you will take care of yourself at the start of each day and one thing you will do when you feel stressed. We will share all together as a whole group once you are done. [Possible answers could include going for a walk, sitting quietly, listening to the birds or music, singing, asking for help, etc.]</p> <p>Say: Now we will go around the room and you can share your two commitments to yourself if you feel comfortable.</p>
Step 7 – Reflection Time: 5 minutes	<p>Say: Being a parent of a young child is hard for everyone. It's important for you to take a few minutes at the start of each day to care for yourself and it's important for you to take time to process your stress. This will keep you and your family happy.</p> <p>Say: Bye bye everybody. Thank you for coming today. We will see you next time on _____ (confirm date of next session).</p>

Session 9: Playing Games Outside

Objective: Participants learn how to play games with babies outside.

Note: You should conduct this session outside.

Key concepts:

- Singing, playing, telling stories, and just talking are easy and fun ways to develop my baby's language ability.
- The more words your baby hears, the better your baby will do in school. Name and talk about the things your babies see, touch, smell and feel outside to help them learn new words, even if they cannot speak.
- Take your child outside to play. The outdoors are full of opportunities to play, talk and learn together.

Responsive parenting topic: Give two positive choices

1. Give your child choices that are positive and lead to the same objective (e.g. do you want mommy or daddy to do it?)

Time: 1.5 hours

Materials:

- List of participants
- Flip chart
- Containers (boxes or baskets that can be filled with things)
- Mats for sitting
- Outdoor materials: collection of 30 sticks, 20 leaves, 20 stones, 5 very large leaves

How to prepare:

- Practice reading the session out loud
- Set up the toy area for children

Steps of the session	
<p>Step 1: Welcome Time: 5 minutes Welcome the participants and teach them a song that they can sing with their babies.</p>	<ol style="list-style-type: none"> 1. Welcome the participants. You can say: Welcome to session 9 of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning about how to play games outside. 2. Say: Let's begin by singing "Kuzuzangpo" and songs we learnt last time. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start. <ul style="list-style-type: none"> • "Kuzuzangpo" • "Sonam Gati Yoe?" • "Ya Namkha bulu karma leshe du.." <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>
<p>Step 2: Responsive caregiving Time: 15 minutes Parents learn how to recognize and respond to their children's needs.</p>	<ol style="list-style-type: none"> 1. Say: Every session, we are going to learn a parenting tip that helps us solve common challenges. In our first two sessions, we learned how to recognize if our child is hungry, tired, uncomfortable or angry. In the last session, we learned the "Calm, explain and model" technique, where you can (1) calm your child, (2) explain why you are not going to let them to do this, and (3) show your child through words and actions what you would like them to do instead. You would say "I am not going to let you ___ because ___. You can ___ instead." 2. Say: Today we are going to learn how to give our child choices. Children (and adults) will behave better if they have a choice in what they can do instead. 3. Say: Imagine this situation. You are helping your baby get dressed and your baby starts to fuss. You can say "I am getting you dressed because we are going out. Do you want to put the T-shirt on first or the shorts?" Hold both options up and let the baby choose. It may take some time, but even babies will choose with their eyes or hands.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">4. Say: Here is another situation. Your child doesn't want to eat the food. You can say "You need to eat to grow up strong and healthy. Do you want to eat the egg first or the carrots?"5. Say: You can use this when your toddler is crying. For example, if the toddler doesn't want to go back into the house, you can also ask: "Would you like me to pick you up or would you like to walk?"6. Say: Some people believe that boys are more active or more naughty than girls, but actually, they are just as active and curious. This tip of giving your child choices works well for both girls and boys.7. Say: Now you try with your daughters and sons. In small groups, ask participants to think about what they would say in these situations. Your toddler is crying because she doesn't want to have a bath. What can you say? [e.g. Do you want to have a bath with mommy or daddy?] Your toddler is crying because he wants to play with your phone. What can you say? [e.g. Do you want to play with the ball or the bear?] Your toddler is crying because she doesn't want to go to bed. What can you say? [e.g. Do you want to go to sleep with mommy or daddy?]
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play with a piece of cloth items. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 4: Discussion about current practices</p> <p>Time: 10 minutes</p> <p>Encourage parents to reflect on their current practices.</p>	<ol style="list-style-type: none">1. Say: What games can you play with your children outside? Invite answers. Say: Those are all great ideas. Young children love to play with you. The more you play and respond to your baby, the more your baby can achieve.2. Imagine this story: [Sonam] wanted to try out new games she had learnt in her parenting class that she could play outside with her baby to stimulate the child's language and brain development. How does her family feel about this?3. Say: Babies and young children can play outside if there is always an adult to keep the children safe and make sure they don't put anything in their mouth. They need to be protected from insects and mosquitoes.4. Say: The outdoors are full of opportunities to play, talk and learn together. There are many things to explore, see, touch, smell, feel and hear outside that will stimulate your child. When you talk to your babies, they can learn new words every day even if they are too small to speak.5. Say: Now we are going to learn four games we can play outside. These games can be played with older and younger children as well.
--	---

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 5: Playing with babies	Game I (birth onwards)
<p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<ol style="list-style-type: none">1. Say: This game is called “Leaf kicks”. You will need a clean cloth on the ground, in the shade, and some large leaves. Demonstrate to a caregiver with a baby. Put the baby on the mat on her back. Hold the large leaf by her feet. The baby will start to kick the leaf. Invite the caregiver to practice with their child.2. 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 parents. Move around the group and support the parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby develops her muscles and learns that her actions causes movement and noise. <p>*For children with low vision, carefully describe what you are going to do before you start and guide the child's foot to the leaf.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 2 (6 months onwards)</p> <p>1. Say: This game is called “What do we see, feel and hear”.</p> <p>Demonstrate to a caregiver with a baby. Take the baby for a walk. Talk about the things you see, feel and hear. Say: See these beautiful red flowers! They smell so good. Can you feel the breeze? It is so cool. Can you hear the birds? They sing so well. Do not let the baby touch anything that is sharp, dangerous or poisonous.</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: Your baby explores nature and learns new words.</p> <p>*Parents of children with intellectual disabilities can select one observation to point out numerous times. For instance, a caregiver can point out all the different red flowers during the walk.</p>
	<p style="text-align: center;">Game 3 (1 year onwards)</p> <p>1. Say: This game is called “Take it Out”. Babies will love to pull everything out of a container. Older children can put them back in the box. You will need a container or box with items you find outside (sticks, rocks, leaves, etc.). Make sure there is nothing smaller than your palm or your child could choke on it.</p> <p>Demonstrate with a caregiver with a child. Take a bowl or a big container and collect things you find outside like sticks, stones, leaves, etc. Put the things in the bowl and let your child take out the things. You can name some of the things that your child takes out.</p> <p>Invite the caregiver to practice with their child.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">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 parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby learns to become independent and try to things on their own. <p>*Parents of children with physical disabilities will need to use big items that are easy to hold and may need to physically guide their children’s hands to take out the objects.</p>
	<p style="text-align: center;">Game 4 (2 years onwards)</p> <ol style="list-style-type: none">1. Say: This game is called “Sorting Nature”. You will need items found outside (e.g. sticks, leaves and rocks). Demonstrate with a caregiver with a child. Say to the child: Let’s put all the leaves together. Do this slowly and allow the child to help. Now let’s put all the sticks together. Continue with other items until they are sorted into groups.Invite the caregiver to practice with their child.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 parents.3. Ask: What do your children learn from playing this game with you?4. Say: Your child learns to group similar items <p>*For children with intellectual disabilities, parents can give two options to help the child sort. For instance, “Does this leaf go here or there?</p>
Step 6: Reading Books	<ol style="list-style-type: none">1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

5 minutes Caregivers read books to babies.	Encourage parents to read books with their children and apply any of the four games they have just learnt.
Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Ask: What four games did we learn today? Explain the 4 games one last time.2. Say: Take your children outside to play. The outdoors are full of opportunities to play, talk and learn together. There are many things to explore, see, touch, smell, feel and hear outside that will stimulate your child. When you talk to your babies, they can learn new words every day even if they are too small to speak. Play makes children smart and happy, and if your child is happy, you are happy.3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable.5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: As a closing activity, we are going to sing our goodbye song again – Jogay jogay. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

Session 10: Playing Games With Our Hands

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

Key concepts:

- You don't need money to play. Your baby does not need toys – you can use your hands and your imagination.
- You can play with your baby at any time and in any place.

Responsive parenting topic: Make it fun!

- I. You can animate objects to make the new behavior fun.

Time: 1.5 hours

Materials:

- List of participants
- Flip chart

How to prepare:

- Practice reading the session out loud.
- Set up the toy area for children.

Steps of the session	
Step 1: Welcome Time: 5 minutes Welcome the participants and teach them a song that they can sing with their babies.	<ol style="list-style-type: none"> 1. Welcome the participants. You can say: Welcome to session 10 of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning how to play games with our hands. 2. Say: Let's begin by singing "Kuzuzangpo", and some of the songs we learnt last time. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start. <ul style="list-style-type: none"> • “Kuzuzangpo” • “Guto chay ta” • “Jitchu chi” Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children. *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.
Step 2: Responsive caregiving Time: 15 minutes Parents learn how to recognize and respond to their children's needs.	<ol style="list-style-type: none"> 1. Say: Every session, we are going to learn a parenting tip that helps us solve common challenges. 2. First, we learned how to recognize if our child is hungry, tired, uncomfortable or angry. 3. Second, we learned the “Calm, explain and model” technique, where you would say “I am not going to let you [do this] because [of this reason]. You can [do this] instead.” 4. Third, we learned that we can give our toddlers choices, like “I know you don't want to brush your teeth, but we have to protect them from cavities. Do you want mommy or daddy to brush your teeth?”. 5. Say: Today we are going to learn how to guide our children in a fun way. Let's say Chey Chey doesn't want to put her shoes, which will protect her from worms. You can make the shoes talk to each other. For example: “Hey, I don't want to get a foot in me. I'm busy here. Come back another time. Etc.” Your child may become curious and want to wear the shoes.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">6. Say: Here is another example. Sonam doesn't want to brush his teeth, which will prevent him from getting cavities. You might sing a song about brushing teeth. You could also say: "Ooh, I can see so many butterflies in your mouth dancing and singing. One is playing the drums. Another one is shouting 'hurray!' They don't think you are going to open your mouth! Oh, I can't see anymore, can you open your mouth for me?"7. Say: Some people believe that boys are more active or naughtier than girls, but actually, they are just as active and curious. This tip of guiding our children in a fun way works well for both girls and boys.8. Say: Now it's your turn. Your young children are fighting over a toy. What can you do to make the toy come alive? Invite answers. Say: The toy could start to talk and say "ouch, that tickles. Oooh, no, please stop! That tickles so much!"9. Say: Great, let's try once more. Your toddler doesn't want to wear a T-shirt. Invite answers. Say: You can make the T-shirt dance and jump around on your child's head, arms, etc., trying to figure out where it belongs.10. Say: I hope you had fun with this one. It's quite easy. All you have to do is <u>make the object talk!</u>
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play with a piece of cloth items. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
Step 4: Discussion about current practices	<ol style="list-style-type: none">1. Ask: What are some games you play with your children with your hands? Invite a few parents with children of different ages to demonstrate.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Time: 5 minutes Encourage parents to reflect on their current practices.</p>	<ol style="list-style-type: none">2. Say: You don't need money to play. You can use your hands and your imagination, to play with your baby at any time and in any place.3. Say: We are going to learn 4 games that we can play with just your hands. These games can be played with older and younger children as well.
<p>Step 5: Playing with babies Time: 40 minutes Teach parents 4 games they can play with their children.</p>	<p style="text-align: center;">Game I (birth onwards)</p> <ol style="list-style-type: none">1. Say: This game is called “Baby dance”. Demonstrate to a caregiver with a baby. Sing a song and move the hands of the baby to the rhythm of the song in a dance. Cross the arms, move them up and down, etc. Then switch to the baby’s legs. Invite the caregiver to practice with their child.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 parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The baby develops her muscles and enjoys playing with her caregiver. <p>*Parents of children with physical disabilities may need to do a warm up activity for increased range of motion by gently massaging muscles.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 2 (6 months onwards)</p> <p>1. Say: This game is called “Thumb song”.</p> <p>Demonstrate to a caregiver with a baby. Sing a song using your thumbs as people having a conversation (e.g. where is thumbkin). <u>Make sure you are facing your child</u>. Hide both hands behind your back.</p> <p>First thumb comes out and says: “Where is [...]. Where is [...]?” Other thumb comes out and says: “Here I am! Here I am!” First thumb responds: “How are you this morning? How are you this morning?” Other thumb responds: “Well thank you. Well thank you.”</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby develops her muscles and enjoys playing with her caregiver.</p>
	<p>*Parents of children with intellectual disabilities and/or hearing loss may need to do sing the song slowly and loudly.</p> <p style="text-align: center;">Game 3 (1 year onwards)</p> <p>1. Say: This game is called “My body”.</p> <p>Demonstrate to a caregiver with a baby. Say: Where is your nose? There it is! Point to the child’s nose. Continue with other body parts.</p> <p>Invite the caregiver to practice with their child.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

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 parents.
3. Ask: **What do your children learn from playing this game with you?** Invite answers.
4. Say: **The baby learns how to interact with their caregiver and explores the different parts of their bodies.**

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

Game 4 (2 years onwards)

1. Say: **This game is called “Fish Fish Frog”**

Demonstrate to a caregiver. Open your palm. The caregiver needs to touch your palm without getting caught by your fingers.

Invite the caregiver to practice with their child.

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 parents.
3. Ask: **What do your children learn from playing this game with you?**
4. Say: **The baby learns how their action of touching the hand is what causes the thumb to spring out.**

*Parents of children with intellectual disabilities and/or hearing loss may need to say “caught you” slowly and loudly. Parents may also need to guide the child's fingers to touch the palm.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 6: Reading Books 5 minutes Caregivers read books to babies.	<ol style="list-style-type: none">1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity. Encourage parents to read books with their children and apply any of the four games they have just learnt.
Step 7: Reflection 5 minutes Repeat the most important information covered today	<ol style="list-style-type: none">1. Say: What four games did we learn today? Explain the 4 games one last time.2. Say: Your baby doesn't need toys to play. You can use your hands and your imagination. The more you play and talk with your baby, the more your baby can achieve!3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable.5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: As a closing activity, let us sing our goodbye song “Jogay jogay”. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let's give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).

Session 11: Playing Games With Books and Pictures

Objectives: Caregivers understand that using books and talking about pictures should start from birth to develop a child's oral language and can use books and images to build language skills in children

Key concepts:

- Young children are learning so many words every day. The more words my baby hears, the more words they learn and the better my baby will do in school.
- I can enjoy a storybook or image (e.g. poster, food container, etc.) with my baby by just talking about the pictures.
- Point to images things on posters and in books with your child every day from birth to help them learn words.

Responsive parenting topic: Creating a safe space

- 1.Babies put things in their mouths. That is how they explore the world. Make sure they cannot choke on anything smaller than their palm.
- 2.Toddlers want to be independent and try things by themselves. It is your responsibility to make sure the environment is safe for them.
- 3.Toddlers cannot decide if something is safe or dangerous. You need to make sure they are always safe.

Time: 1.5 hours

Materials:

- Attendance register;
- Flip chart or posters for this session
- Activity cards and hand
- Story books-out/take home cards
- Mats for sitting
- Pictures from newspapers, posters, etc.
- Images cut out from newspapers or magazines/laminated pictures

How to prepare:

- Practice reading the session out loud.
- Set up the toy area for children.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Steps of the session	
Step 1: Welcome Time: 5 minutes Welcome the participants and teach them a song that they can sing with their babies.	<ol style="list-style-type: none">1. Welcome the participants. You can say: Welcome to session 11 of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning about how to play games with books and pictures 3. Say: Let's begin by singing "Kuzuzangpo", and some of the songs we learnt last time. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start.<ul style="list-style-type: none">• "Kuzuzangpo"• "Chey rey zha"• "Ap Dorji"Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children. *For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.
Step 2: Responsive caregiving Time: 20 minutes Parents learn how to recognize and respond to their children's needs.	<ol style="list-style-type: none">1. Say: Every session, we are going to learn a parenting tip that helps us solve common challenges.2. First, we learned how to recognize if our child is hungry, tired, uncomfortable or angry.3. Second, we learned the "Explain and model" technique, where you would say "I am not going to let you [do this] because [of this reason]. You can [do this] instead."4. Third, we learned that we can give our toddlers choices, like "I know you don't want to put your shoes on, but we have to because they protect you from getting worms. Do you want to put this shoe on first or that one?".5. Fourth, we learned to make the desired behavior fun. 6. Say: Today we are going to learn how to create a safe space – a space that is as safe as possible for a young child. In a safe space, you are less likely to say "no, don't touch this" because you have already kept everything that is dangerous away from the child.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

7. Ask: **What kinds of things are dangerous for young children?** Invite answers. They may say: electrical outlets, small objects, knives, medicine, etc.
8. Say: **One time, a caregiver [do not specify gender or relationship] was holding a baby. The caregiver took a cup of tea. The baby reached out and hit the cup and the cup spilled on the baby. The tea was so hot that it burned the baby very badly and they had to go to the hospital.**
9. Say: **Accidents happen very quickly with young children and we need to always think about how we can prevent accidents. What could this caregiver have done?** Invite answers. They may say that the caregiver could have put the baby down, given the baby to someone else, etc.
10. Say: **Mothers, fathers and other caregivers need to keep dangerous things away from young children because children are very curious. They also need to make sure there is always someone supervising the baby during dangerous activities, like bath time.**
11. Say: **Some people believe that boys are more active or more naughty than girls, but actually, they are just as active and curious. We need to create safe spaces for both boys and girls.**
12. Create groups of 4-5 people and ask them to think about the 3-5 most common accidents for young children under the age of three on their community. Make a list and rank them from (1) most common to least common, and (2) most dangerous to least dangerous. Talk about what you can do to prevent the most common and most dangerous accidents.
13. Now give the groups a story. They should discuss what they should do to prevent the accident.

Examples include: Burns from a cup of hot tea/water, Glass that can break, Small objects they can choke on, Strangulation from a loose string, Electrical plugs, Knives left out, bath time Bucket with 1 inch of water, Open fire

Say: The most important thing is to remember is to keep sharp, small and breakable things away from young children and always assign someone to supervise them. Never leave a child unattended in the bath because a child can drown in just an inch of water.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play with a piece of cloth. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.
Step 4: Discussion about current practices Time: 10 minutes Encourage parents to reflect on their current practices.	<ol style="list-style-type: none">1. Say: Today, our session is about playing games with books and pictures. Let's start with a story. After attending a parenting session, Sonam and her husband Dawa tell their parents that they could use books and images to tell stories to babies from birth. The grandparents say this is silly since babies can't read and that they don't have any books to read. Ask: What can Sonam and Dawa say to convince them?2. Say: They could say that even though babies can't read or speak, they are learning many words every day. The more words they hear, the more words they learn and the better they will do in school. They can also add that they can enjoy a storybook or image (e.g. poster, food container, etc.) with their baby by just talking about the pictures.3. Ask: What are some games you can play with your baby using picture books? Invite a few parents with children of different ages to answer.4. Say: We are going to learn 4 ways of telling stories to babies with books and picture cards. These games can be played with older and younger children as well. <p>*Parents of children with low vision may need to use cards with large images made of thick, dark lines. For instance, parents can use a brown marker to draw a large cat.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 5: Playing with babies	Game I (birth onwards)
<p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<p>I. Say: This game is called “Describe the picture”.</p> <p>Demonstrate to a caregiver with a baby. Point to colorful images and use the baby's name for the character in the story. You can also <u>add sounds and actions</u> related to the image.</p> <p>Establish eye contact with the baby, then say, for example: “One day, [Karma] wanted to wear a yellow T-shirt and go for a walk”. Continue to describe the story using the baby's name.</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The child feels loved, learns to look at books and images and learns new vocabulary even though s/he cannot yet speak. They also love to hear their own name. This game builds vocabulary and shared attention, (where the adult and child are looking at the same thing; babies who are better at this have higher language scores later on).</p> <p>*Parents of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page so that the children have enough time to process. It may also help to use actions to support what they are saying e.g. fan face pretending to be hot.</p>

	Game 2 (6 months onwards)
	<ol style="list-style-type: none">1. Say: This game is called “Point and talk”. 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. You can add sounds and actions as well. For example: Establish eye contact with the baby, then say: “Look at the big tree in this picture. We have lots of trees too. When the wind blows through the tree, it makes all the leaves shake”. [blow onto your fingers]. Continue using the different images you see. Invite the caregiver to practice with their child. If the child points to an image, the caregiver can talk about it.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 parents.3. Ask: What do your children learn from playing this game with you? Invite answers.4. Say: The child hears a variety of words and stories and learns to use his/her imagination. <p>*Parents of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each page so that the children have enough time to process. It may also help to use actions to support what they are saying e.g. fan face pretending to be hot.</p>

Game 3 (1 year onwards)	
	<ol style="list-style-type: none">1. Say: This game is called “Where is...?”.<p>Demonstrate to a caregiver. Ask the caregiver to point to different things on the page. For example: Where is the apple? Where is the leaf?</p><p>Invite the caregiver to practice with their child.</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 parents.3. Ask: What do your children learn from playing this game with you?4. Say: This game improves shared attention and vocabulary, and shows the caregivers that the child understands much more than s/he can say. <p>*Parents of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask “Is this the sun? Yes or no?”</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p style="text-align: center;">Game 4 (2 years onwards)</p> <p>1. Say: This game is called “What is...?”.</p> <p>Demonstrate to a caregiver with a child. Ask the caregiver to point to different things on the page. Establish eye contact with the baby, then say (for example): “What is this? Yes, that is a ball. It’s big and round, and it is green, red and yellow”. Make sure to add details to your answer.</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you?</p> <p>4. Say: This game builds on the previous game and encourages children to use the words they know. It also builds vocabulary.</p> <p>*Parents of children with intellectual disabilities may need to ask yes/no questions. For instance, the parent can point to the sun and ask “Is this the sun? Yes or no?”</p>
Step 6: Reading Books 5 minutes Caregivers read books to babies.	<p>Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Say: What four games did we learn today? Explain the 4 games one last time.2. Say: Young children are learning so many words every day. The more words your baby hears, the more words they learn and the better they will do in school. You can point to images on posters and in books every day from birth to help them learn words.3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: <u>Have a routine where you look at pictures every day, just before nap or bedtime, or during meal time, for example.</u>5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: Also, please remember to keep sharp, small and breakable things away from young children and always assign someone to supervise them. Never leave a child unattended in the bath because a child can drown in just an inch of water.7. Say: As a closing activity, we will sing our goodbye song “Jogay jogay”.. Invite parents and children to sing.8. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class).
--	---

Session 12: Playing Games that Build Vocabulary

Objective: Participants understand importance of talking with child from birth.

Key concepts:

- Take turns with your baby or young child to respond and talk to one another. This helps them learn to interact with others and learn to talk.
- Babies communicate through gestures and sounds.
- Toddlers are curious and ask lots of questions. Answer their questions and encourage them.

Time: 1.5 hours

Materials:

- A carrot and potato
- Attendance register
- Flip chart or posters for this session
- Activity cards and hand-out/take home cards; xxx
- Picture books
- Mats for sitting
- Treasure box filled with clean, safe things such as household objects, fruits, vegetables (nothing smaller than your child's palm).
- Images cut out from newspapers or magazines

How to prepare:

- Practice reading the session out loud
- Set up the toy area for children

Steps of the session	
<p>Step 1: Welcome</p> <p>Time: 5 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<ul style="list-style-type: none"> • Welcome the participants. You can say: Welcome to session 12 of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning about how to play games that encourage early communication and vocabulary development. • Say: Let's begin by singing "Kuzuzangpo", and some of the songs we learnt last time. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start. <ul style="list-style-type: none"> • “Kuzuzangpo” • “Sonam gati du?” • “Lapchu”. <p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p> <p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>
<p>Step 2: Responsive caregiving</p> <p>Time: 20 minutes</p> <p>Parents learn how to recognize and respond to their children's needs.</p>	<ol style="list-style-type: none"> I. Say: Every session, we learnt a parenting tip that helps us solve common challenges. <ul style="list-style-type: none"> • First, we learned how to recognize if our child is hungry, tired, uncomfortable or angry. • Second, we learned the “Calm, explain and model” technique, where you would say “I am not going to let you [do this] because [of this reason]. You can [do this] instead.” • Third, we learned that we can give our toddlers choices, like “I know you don't want to put your shoes on, but we have to because they protect you from getting worms. Do you want mommy or daddy to help you put them on?”. • Fourth, we learned to make the desired behavior fun. • Fifth, we learned how to create a safe space that is safe from accidents. • Sixth, we learned how to create a routine (show four fingers) that follows the sequence of nap-eat-play-chores.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<ol style="list-style-type: none">2. Say: Today we are going to learn how to create a routine. This will really help your child's behavior. Babies and toddlers love routines when a day follows a similar sequence day after day. Why? Because they are living in a new world. Knowing what comes next makes them feel safe, confident and helps them build a strong brain. When they know what comes next, they are better behaved.3. Say: How can you establish a routine with babies from about 4 months? From about 4 months or so, you will notice that your baby is starting to want to sleep around the same time every day. When they wake up, they want to nurse. After they are rested and fed, it's the best time to play with them for a few minutes. Then you can do your work.4. Say: This becomes a simple routine (show four fingers): nap-eat-play-chores, nap-eat-play-chores, etc. They nap at the same time, nurse/eat when they wake up, then play, and then you can do your chores.5. How can you establish a routine with babies from about the age of one?<ol style="list-style-type: none">(1) Start by deciding on the time when you will do routine activities (e.g. get dressed, make food, eat, nap, etc.). Try to do these same daily activities at about the same time each day and in the same sequence.(2) Make sure you include "baby-and-me play time" every day, after the baby has slept and eaten.(3) Add special moments to look forward to (e.g. cuddles after your child wakes up, singing a song while washing hands, telling stories while cooking, looking at pictures together before sleeping, etc.). These simple repeated patterns make a child feel safe and loved and will help them cry less.
Step 3: Review Time: 10 minutes Parents share their experiences since the last session.	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about _____. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 4: Discussion about current practices</p> <p>Time: 10 minutes</p> <p>Encourage parents to reflect on their current practices.</p>	<ol style="list-style-type: none">1. Say: We have learnt that babies learn new words when we talk with them, and the more words they hear, the more words they will know. Today we are learning about how to build our children's vocabulary. Let's start with a story:<p>A father was telling his 2-year old son Yeshi, a story. An orange carrot was sad because he did not look like other carrots. No one wanted to be his friend and they made fun of his shape. The carrot felt so upset and lonely (show the emotion). One day, a brown potato rolled over and said "I have just moved here! Do you want to play?" (act out the emotion). Carrot said, "no, I don't play with potatoes." Potato felt very hurt (act out the emotion) and started rolling away. Carrot realized he didn't want to play with Potato because they were different, just like other carrots wouldn't play with him because he was different. He hurried over to catch up with Potato and said "I'm so sorry. That was not nice. Will you forgive me? I would love to play with you." Carrot met his best friend that day.</p>2. Say: What do you think of this story? Invite answers. They may say that it was fun and didn't involve any books.3. Say: What do you children learnt from this kind of story? Invite answers. They may say that children learn new words, as well as an important lesson about overcoming prejudice.4. Say: What are some games you play with your children that help them build their vocabulary? Invite answers.5. Say: We are going to learn 4 games to build vocabulary. These games can be played with older and younger children as well.
<p>Step 5: Playing with babies</p> <p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<p>Game I (birth onwards)</p> <ol style="list-style-type: none">I. Say: This game is called “Baby massage”. It helps the baby relax and can help with digestion.<p>Demonstrate to a caregiver.</p><ol style="list-style-type: none">1. Ask the baby if you can give her/him a massage. Once you get a response, you can start the massage.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

2. Say: **Swish-swash, Swish-swash, Swish-swash.** Put your hand on the right shoulder and go to the left waist for the “swish”. Do the same from the left shoulder for the “swosh”. Repeat.
3. Say: **Round and round, round and round.** Make circles with your flat palm around the baby’s belly button.
4. Say: **I – Love – U.** Make an I to the right of the belly. An upside-down L going across to the right and down. A upside down U starting on the left of the belly button, going up, across and down.
5. Say: **I love one arm.** Hold the top of one arm and gently wring the arm. **I love two arms.** Repeat on the other side.
6. Say: **I love one little finger, two little fingers, three little fingers, etc.** Massage each finger one by one.
7. Say: **I love one leg.** Repeat on one leg. **I love two legs.** Repeat on the second leg.
8. Say: **I love one little toe, two little toes, three little toe, etc.** Massage each toe one by one.
9. You can continue with the rest of the body.

Invite the caregiver to practice with their child.

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 parents.
3. Ask: **What do your children learn from playing this game with you?** Invite answers.
4. Say: **The child experiences tenderness and a caregiver’s loving touch, which is very important. Massage is really important for both girls and boys.**

*Parents of children with physical disabilities may need to do a warmup activity for increased range of motion by gently massaging muscles.

	Game 2 (6 months onwards)
	<p>1. Say: This game is called “Take turns talking”</p> <p>Demonstrate to a caregiver. Pretend that you can understand what your baby is saying and have a conversation.</p> <p>Say: Your baby is talking with you in their own language. These babbling sounds (pa-pa, ba-ba, etc.) are how they are trying to develop their skills to say words. You can encourage this by listening and responding to your baby’s language. If they say ‘baba’, you can say “Yes, that’s a little dog and it can walk, run and bark!”</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The child learns new words and explores objects.</p> <p>*Parents of children with hearing loss, low vision, or intellectual disabilities may need to spend extra time on each object so that the children have enough time to process.</p>

	Game 3 (1 year onwards)
	<p>1. Say: This game is called “Feeling faces”.</p> <p>Demonstrate with a caregiver. Show the feelings on your face as you label it. 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].</p> <p>Invite the caregiver to practice with their child.</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 parents.</p> <p>3. Ask: What do your children learn from playing this game with you? Invite answers.</p> <p>4. Say: The baby learns the names of different emotions. As you play this game, your child will start to act these out with you. Later, when your child is actually feeling one of these emotions, you can then label it: You look sad/happy/angry, etc. This skill of being able to identify emotions is really important for both boys and girls.</p> <p>*For children with visual impairments, talk about which body part you will bump and touch that body part before starting the game. For children with hearing loss, show 1,2,3 on your fingers.</p>
	Game 4 (2 years onwards)
	<p>5. Say: This game is called “Going on a trip”.</p> <p>6. Demonstrate with a caregiver with a child.</p> <p>7. Put your child on your knee facing you.</p> <p>8. Say: Let’s go on a journey. We’re walking, walking, walking [move your legs as if you were walking, and the baby wiggles] and from time to time there are bumps [gently bounce the baby]. Then it gets windy, windy, windy [baby sways from side to side]. Then it starts to rain [make the gesture of</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

	<p>rain falling and touching the baby], so we hide in a cave [wrap baby in your arms]. Then the sun comes out [open your arms wide].</p> <p>9. Invite the caregiver to practice with their child.</p> <p>10. Say: All of you can now practice this with your children. Move around the group and support the parents.</p> <p>11. Ask: What do your children learn from playing this game with you?</p> <p>12. Say: Your child learns lots of new vocabulary and develops a love for stories.</p> <p>13. *For children with hearing loss or intellectual disabilities, it may be useful for the parent to tap the child's clothing items. For instance, the parent</p> <p>14. can touch or point to the child's blue shirt.</p>
Step 6: Reading Books 5 minutes Caregivers read books to babies.	<p>Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity.</p> <p>Encourage parents to read books with their children and apply any of the four games they have just</p>
Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Say: What four games did we learn today? Explain the 4 games one last time.2. Say: You can respond to your baby's sounds, gestures and feelings and answer your curious child's questions. The more you play and talk with your baby, the smarter your baby will become!3. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?4. Say: Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable. Babies are ready to play when they are rested, fed and comfortable.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

- | | |
|--|--|
| | <ol style="list-style-type: none">5. Ask: Who here will practice these games every day? Participants who commit can raise their hands.6. Say: As a closing activity, we are going to sing our goodbye song “Jogay jogay”. Invite parents and children to sing.7. Say: Bye bye everybody. Thank you for coming tonight. Let’s give our children a big hug and tell them that it is time to go home. We will see you in the next class on _____ (confirm date of next class). |
|--|--|

Session 13: Playing Games to Bond With Our Children

Objective: Participants learn how to play games that bring caregivers and babies closer.

Key concepts:

- Take time each day to connect to your baby through these bonding games. Your baby will realize that she is important and heard.
- Engage your baby respectfully by giving choices and allowing your child to express what they want.

Time: 1.5 hours

Materials:

- List of participants
- Flip chart

How to prepare:

- Practice reading the session out loud
- Set up the toy area for children

Steps of the session	
<p>Step 1: Welcome</p> <p>Time: 5 minutes</p> <p>Welcome the participants and teach them a song that they can sing with their babies.</p>	<ol style="list-style-type: none">1. Welcome the participants. You can say: Welcome to session 13 of our program! It's wonderful to see everyone here. Each time we meet we will learn how to raise happy, healthy and smart children. Your child's future is in your hands. Today we are learning about how to play games to bond with our babies.2. Say: Let's begin by singing "Kuzuzangpo", and some of the songs we learnt last time. Lean in and ask your child if they are ready to sing with you. [pause] Yes? Let's start.<ul style="list-style-type: none">• "Kuzuzangpo"• "Guto chey ta".• "Jitchu chi".<p>Demonstrate slowly so that parents and children can follow. Parents with young babies can hold the child's hands and do the actions. Parents with older children can do the actions with the children.</p><p>*For children with hearing loss, make sure to add actions to the words of the song to demonstrate their meaning.</p>

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 2: Responsive caregiving</p> <p>Time: 20 minutes</p> <p>Parents learn how to recognize and respond to their children's needs.</p>	<ol style="list-style-type: none">1. Say: Every session, we learnt a parenting tip that helps us solve common challenges.<ul style="list-style-type: none">• First, we learned how to recognize if our child is hungry, tired, uncomfortable or angry.• Second, we learned the “Explain and model” technique, where you would say “I am not going to let you [do this] because [of this reason]. You can [do this] instead.”• Third, we learned that we can give our toddlers choices, like “I know you don’t want to put your shoes on, but we have to because they protect you from getting worms. Do you want mommy or daddy to help you put them on?”.• Fourth, we learned to make the desired behavior fun.• Fifth, we learned how to create a safe space that is safe from accidents.• Sixth, we learned how to create a routine (show four fingers) that follows the sequence of nap-eat-play-chores.2. Say: Today, we are going to learn how to talk with babies respectfully. Experts have found that when we tell a baby or toddler, what is going to happen, they tend to cooperate more than when we don't. Take the time to tell babies what is going to happen and invite them to participate. For example:<p>We are going to change your diaper. Can you lie down here for me? [Wait for baby’s response] We are going to go for a walk. Can I pick you up? [Wait for baby’s response] We are going to go for a walk. Do you want to go this way or that way? [Wait for baby’s response]</p><p>Invite the caregivers to practice with their children. Move around the group and support the parents.</p><p>Say: When you talk to your baby about what you are going to do together, your baby will be more likely to cooperate and will feel loved, which is an important pillar for brain development.</p>
<p>Step 3: Review</p> <p>Time: 5 minutes</p> <p>Parents share their experiences since the session.</p>	<ol style="list-style-type: none">1. Say: Now we are going to talk about playing with babies. Our last session was about how to play games that build vocabulary. What games did you try at home after our last session?2. Ask: Was there anything you found difficult? Invite some parents to answer. With the help of other parents if possible, try to help with their problem.

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

<p>Step 4: Discussion about current practices</p> <p>Time: 5 minutes</p> <p>Encourage parents to reflect on their current practices.</p>	<ol style="list-style-type: none">1. Say: Over the course of these weeks together, which games do you think have helped you to connect and understand your child? Invite answers.2. Say: Now we are going to learn four games we can play to connect with your baby. They should be played during a quiet time of day when you are not feeling rushed and your baby is fresh. Babies are ready to play when they are rested, fed and comfortable. These games can be played with older and younger children as well.
<p>Step 5: Playing with babies</p> <p>Time: 40 minutes</p> <p>Teach parents 4 games they can play with their children.</p>	<p>Game 1 (birth onwards)</p> <ol style="list-style-type: none">1. Say: This game is called “Copycat”. Demonstrate with a caregiver. Say: 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. Make a circle with your mouth and wait. Your baby will copy it back. You can stick your tongue out and wait. Your baby will copy you. You can also coo and wait. Invite the caregiver to practice with their child.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 parents.3. Ask: What do you and the baby learn from playing this game together? Invite answers.4. Say: You learn to connect to each other and have a back and forth conversation through your body and sounds.
	<p>Game 2 (6 months onwards)</p> <ol style="list-style-type: none">1. Say: This game is called “Talk to me respectfully”

Demonstrate with a caregiver. **Say:** Take the time to tell babies what is going to happen and invite them to participate.

For example:

We are going to sing a song. Which song would you like to sing? [Wait for baby's response]

We are going to change your diaper. Can you lie down here for me? [Wait for baby's response]

We are going to go for a walk. Do you want to go right or left? [Wait for baby's response]

Invite the caregiver to practice with their child.

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 parents.

3. Ask: What do you and the baby learn from playing this game together? Invite answers.

4. Say: You learn to connect to each other and to engage your baby respectfully. Your baby learns that she is important and heard.

Game 3 (1 year onwards)

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

Demonstrate with a caregiver. Say: **This game is very sweet and involves you asking questions to your baby about what they want. For example:**

Do you want one hug or two hugs? [Wait for baby's response]

Do you want a hug or a tickle? [Wait for baby's response]

Do you want one hug or two hugs? [Wait for baby's response]

Do you want a hug or a kiss? [Wait for baby's response]

Do you want a kiss on your hand or a kiss on your elbow? [Wait for baby's response]

Invite the caregiver to practice with their child.

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 parents.

3. Ask: **What do you and the baby learn from playing this game together?** Invite answers.
4. Say: **This is a really sweet game that teaches your baby that you love him/her. It also teaches her/him to make choices.**
5. Variation: *Which way should we go? As you carry your baby, you can ask him/her, shall we go this way or that way? Follow your baby's lead. Then ask again, shall we go this way or that way?*

Game 4 (2 years onwards)

1. Say: **This game is called “Walk, walk and stop”.**

Demonstrate with a caregiver. Say: **This game is really fun and very important to help toddlers develop the front part of their brain. The one that helps them stop what they are doing. This is very challenging for little ones. When you and your toddler are walking, say “stop” and then freeze. Then say “walk” and start walking again. Do it again. Eventually, your toddler will do it with you.**

Invite the caregiver to practice with their child.

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 parents.
3. Ask: **What do you and the baby learn from playing this game together?** Invite answers.
4. Say: **You learn to connect to each other. Your child learns how to develop the ability to stop doing something.**

CARE FOR CHILD DEVELOPMENT (C4CD) PLUS

Step 6: Reading Books 10 minutes Caregivers read books to babies.	<ol style="list-style-type: none">1. Say: You can take a few minutes to read a book of your choice to your child. Babies and young children love this activity. Encourage parents to read books with their children and apply any of the four games they have just learnt.
Step 7: Reflection 5 minutes Repeat the most important information covered today.	<ol style="list-style-type: none">1. Ask: What four games did we learn today? Explain the 4 games one last time.2. Say: Give your child positive choices and take time each day to play and bond with your baby, because play makes children grow strong and bright. The more you play and talk with your baby, the smarter your baby will become!3. Ask: What other games have we learnt over the course of our time together? Invite parents to answer. Review the different games you have played.4. Ask: Show your daily routine card. When in your daily routine can you play this game with your children?5. Say: <u>Have a routine where you play this game every day, just after nap time, for example. Babies are ready to play when they are rested, fed and comfortable.</u>6. Ask: Who here will practice these games every day? Participants who commit can raise their hands.7. Say: As a closing activity, we are going to sing our goodbye song “Jogay jogay”. Invite parents and children to sing.8. Say: Bye bye everybody. Thank you for coming. Let’s give our children a big hug and tell them that it is time to go home.

Optional: You can add a final celebration session.