

# PARENTING PROGRAM FOR ADOLESCENT GIRLS & YOUNG WOMEN AND THEIR PARTNERS



**SOCIAL ASSET BUILDING ON MATERNAL MENTAL WELL-BEING,  
CO-PARENTING, CHILD DEVELOPMENT & NUTRITION**

Pilot version for DREAMS /OVC and KMET projects  
September 2022



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This pilot program was developed by PATH Kenya in collaboration with Nuru Ya Mtoto project and KMET and drew on the following activities and documents:

- Face to face discussion meetings with close to 10 groups of adolescent girls and young women and their mentors in Homabay County, Kenya
- Program co-design and review meetings with Nuru Ya Mtoto and KMET technical staff
- Consultation with Frances Aboud (McGill University) on teaching responsive care
  
- Thinking Healthy Reference Manual (SHARE, Human Development Research Foundation)
- Caring for the Caregiver (UNICEF, 2021)
- Baby-Friendly Spaces. Holistic approach for pregnant, lactating women and their very young children in emergency (ACF International, 2014)
- “Guide for implementing nutritional interventions package at the community” [Portuguese] (Ministry of Health, Mozambique, 2029)
- Problem-solving approach to mental health (MHGap, 2015)
- Mwendu. Positive Parenting Facilitators’ Manual. Raising healthy, educated, safe and resilient children. (CRS, 2019)

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Invite “significant others” such as a partner or a mother of the girl, to join these meetings.  
If they are available and interested, they are welcome to join other sessions too!

## OBJECTIVE AND DESCRIPTION OF THE PROGRAM



### WHAT IS THE OBJECTIVE OF THE PROGRAM:

To provide adolescent girls and young women that are mothers, and their significant others with support and skills to take care of their own well-being, to co-parent, and to ensure that their children have good nutrition, responsive care and early learning opportunities.



### WHO ARE THE PARTICIPANTS:

- Pregnant women and mothers that are participants of adolescent girls' programs
- Their children
- Their "significant others": partners, mothers, sisters (invited for specific meetings)
- Maximum 15 participants per group
- Facilitators should get to know each participant, to be able to support them better



### WHO ARE THE FACILITATORS:

- DREAMS mentors, CHVs, other facilitators of adolescent girls' programs
- MCH nurse or paramedic trained in first aid (for the optional meeting)
- Each group should have at least 1 facilitator
- 1-2 volunteers from the community are needed to support with children's playgroup. These can be DREAMS ambassadors or CHVs. **Review and practice activities in Annex 1 with them!**



### WHAT SUPPORT SHOULD FACILITATORS RECEIVE:

- 3-day training
- Supportive supervision during first 2 meetings; monthly support thereafter
- Routine facilitator meetings used to problem solve and to review upcoming sessions



### WHAT IS THE SUGGESTED FREQUENCY AND DURATION OF THE MEETINGS:

- Weekly sessions with recommended duration of 1h and 30 min
- Module 1 (7 weeks) should be followed by a short, 1–2-week break. Then Module 2



### INVITING THE "SIGNIFICANT OTHERS" TO THE MEETINGS

Change at home is more likely to happen if other family members are involved. It is recommended that partners or significant others take part in Meetings 4,5 & 6 in Module 1, and in Meetings 2, 3 & 4 in Module 2. The girls can suggest what would motivate their partners and family members to come. If helpful, use invitation sample in Annex 3.

## STRUCTURE OF THE MEETINGS



### PART 1: Greetings and a game (15 min)

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- Greet each other
- Learn a new game to do with your baby



### PART 2: News and problem-solving (20 min)

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- Ask to share one thing that made them happy in the last week
- Ask to share one thing that made them sad or worried in the last week
- Choose 1 most mentioned event what made several mothers sad or worried
- Encourage experience sharing and brainstorm possible solutions



### PART 3: Main session (45 min)

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- Parenting, nutrition and safety, child development, maternal mental health.



### PART 4: Before going home (10 min)

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- Share what you learned today
- Make a plan for home.
- Help with referrals individually as needed.
- Snack (optional).



### MATERIALS NEEDED:

- Manual
- Mother & child health handbook (each participant should bring her own)
- Invitations for significant others (see Annex 3)
- Chairs, straw mats or kitenges for women and children to sit on
- A notebook to register attendance at meetings
- Paper and pens for some activities; a pack of chart; a box of markers and flipchart
- Pre-test and post-test
- A box or a bag to store homemade toys. Toy-making tools: rolls of string (2-3 colors), 2 scissors, permanent colorful markers (1 box), ruler, sewing kit, colorful cloth pegs (a pack); medium size cardboard box **for cutting out shapes etc.**
- 1 model of each play item (see Annex 1 and make prior to 1<sup>st</sup> meeting)

**MODULE 1:**

**CARING FOR  
YOURSELF**

**CO-PARENTING**

# 1<sup>st</sup> MEETING - INTRODUCTION

**BEFORE THE MEETING, ASK EACH PARTICIPANT TO BRING AT LEAST 3 OF THESE ITEMS, FOR TOY MAKING:**

1. Recycled plastic or tin container, preferably with some color
2. Some packaging with an interesting drawing on it (for ex., of an animal or a food item)
3. Some old household utensil you do not use anymore (a plate, a spoon, a cup)
4. Some bottle caps or some colorful seeds (a few)
5. Some pieces of old cloth or textile (ideally with nice colors).

**YOU WILL NEED:**

- Pre-test copies for everyone
- Box or bag for storing homemade toys for the meetings
- Models of play materials in Annex 1
- Some toy making tools (see page 5).



## INTRODUCTION (30 MIN)

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1. *Introduce yourself and the volunteer that will support with the children.*
2. *Ask: Does everyone know each other? If not, let's divide into pairs and talk to each other for 10 minutes:*
  - Your name
  - How many children you have, and how old they are
  - What do you enjoy most, in being a mother?
  - And what do you find most challenging, in being a mother?
3. *Ask participants to introduce each other.*
4. *After everyone had a chance to introduce each other, summarize some of the things you heard that were similar.*

5. *Say:* In spite of all the challenges we have, as young women and young mothers, each of us has special qualities that make us strong and good people. Can each of you think of **at least one good quality you possess?**
6. *Encourage women to share some of their qualities, and write down all the qualities the women have mentioned. Given below are some examples.*

kind	helpful	loving	caring	sincere	honest	hard- working	truthful	generous
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7. *Name these qualities one by one and encourage all group members to recognize and appreciate these qualities within each other:* This is what makes each of you strong and special!



### INFORMATION ABOUT THE MEETINGS (30 MIN)

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1. *Register the participants on a simple form.*

*Use the same form at each meeting, with a column to mark participation each time. Make space to register participation of family members (the “significant others”) of each participant.*

2. *Explain:* The goal of these meetings is to help you provide each other with support, and to strengthen your skills to take care of yourselves and your children.
3. *Explain the topics of the meetings and what will happen in the group meeting normally.*

In every meeting, we will:

- Learn a simple game to play with our children, to help them develop well
- Share things that made us happy or sad last week, and support each other
- Learn something new
- Get a small task to try at home.

4. *Encourage the women to participate in every meeting and to bring their children.*



5. *Introduce the volunteer and explain that the volunteer will be at each meeting to help with the children. Share what the volunteer and the children will be doing (Annex 2).*

*Discuss if mothers would like to bring some snacks for the children.*

6. *Agree if the group will meet every week or every second week. Select the day and time that works for everyone.*

7. *Ask the participants who supports them with raising children. Explain that it would be great if the partners or other “significant others” (grandmothers, aunts), could come to some of the meetings.*



8. *Share that partners or significant others are especially invited for Meetings 4, 5 and 6 in Module 1, and for Meetings 2, 3 and 4 in Module 2. Describe what these meetings will focus on.*

9. *Ask the participants what would motivate their partners or significant others to come and learn about these topics. Brainstorm and then agree on 1 or 2 strategies to try.*

*Some ideas:*

- *You can prepare a simple invitation for each meeting (see Annex 3 for example).*
- *You can hold the meetings at a place and time when most partners can come.*
- *You can offer additional service, for example, blood pressure check up, at the meeting.*
- *You can ask a respected community person to encourage partners or grandparents to come.*

10. *Agree on the ground rules, which should include:*

- a. Punctuality & attendance
- b. Active participation
- c. Confidentiality: what is discussed in the group, will stay in the group. We want to have a safe place for all!

11. Do pre-test. (For low literacy participants, read the question aloud, then show response options, and let the women answer, before moving to the next question).



## MAKING PLAY THINGS FOR THE CHILDREN (30 MIN)

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1. *Explain:* Today we will **prepare some playthings that** our children can play with, while we are at the meeting. **And later you can make the playthings your child liked best, to have at home!**
2. *Ask:* **Why is it important for our children to play? (Play helps them develop their bodies, their brains, their speech, and learn to relate with each other.)**
3. *One by one, demonstrate models of playthings you prepared based on Annex 1. Ask about each toy:*
  - How can the child and the parent **use these materials?** How else?
  - **After listening, show more ways to play, using the ideas in the Annex 1.**

The playgroup volunteer should be present and should practice all of the activities that are suggested in the Annex 1.

- Are there any other **playthings and games you know, that our children might enjoy playing?**
4. *Using the materials that the women and the facilitators brought, **prepare the playthings together** for the playbox or play bag (follow Annex 1, but also feel free to make other playthings. **Note that some playthings just need to be collected, like the sticks and the bottle caps**).*
  5. *If you have not finished, asked the mothers to continue preparing some of the playthings at home and to bring with them to the next meeting.*



## 2<sup>nd</sup> MEETING – DON'T LET THE BUCKET OVERFLOW



### GREETINGS AND A GAME (15 MIN)

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1. Greetings, everyone! Have you been able to make some toys at home? Would you like to show and explain what you made? Great! Let us add these to the playbox!
2. Every time we will begin our meeting by learning a new game you can do with your child. You probably know today's game already. It is called **HIDE AND SEEK!**
3. Sit comfortably with your child. Cover your face with your hands or a cloth (shawl).
4. Ask: 'Where is mama?' Let the child open your hands / remove the cloth and find you. Or open the hands yourself.
5. Say: "I am here!"
6. Now let the child hide his or her face, and you look for them! Great job!
7. What do you think the child is learning in this game? (*The child learns that a parent does not disappear when s/he cannot see her...*)
8. Very good! Please try this game at home! Let us now ask the volunteer to help us with our children by playing with them, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

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1. I would like to invite several volunteers (3 to 5) to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*

5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the women if they would like to try some of the ideas they just heard. Encourage them.*



### **DO NOT LET THE BUCKET OVERFLOW! (45 MIN)**

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1. We just shared some things that make us sad and worried. Each of us does a lot to support our children and our families. **When we have too many things to worry about, we might feel like a bucket that is so full that it is about to overflow.**



2. Let us listen to the story of Grace:

**Grace is 22 years old and is three months pregnant. She lives with her husband and his family. She has a 3-year-old boy named Simon and a 1-year-old girl named Beatrice.**

**Grace's husband goes fishing early in the morning and comes back late in the evening. Grace's mother-in-law is disabled, so Grace has to take full care of her home and children. Grace's brother and sister-in-law are still young and in school, so she takes care of them as well.**

**As Grace's pregnancy progressed, she started feeling tired all the time. Despite her condition, she tried her best to take care of her children and family.**

**During her last trimester Grace started experiencing pains. At night she could not sleep as she lay worrying about her health and her unborn child. She was getting concerned how she would manage her domestic work, without any help, after her third child would be born.**

**Grace's physical health and worries affected her mood. At times she got easily upset over small things and started crying. Grace's husband was losing his patience with her. He started spending most of his time outside to avoid her. Her husband's changed attitude made Grace feel even more lonely and sad. She often got irritable and expressed her anger by shouting at her children, which she used to regret later.**

3. What are some things that are making Grace's "bucket" overflow?
4. And because Grace's "worry bucket" is so full, how does it affect her health and her mood?
5. The same can happen with us, when we have many things to worry about. Our bucket can become so full that it overflows. Then we can become depressed or even very sick. We might not be able to take good care of our children and our families.



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6. Let's divide into pairs. In your pair, talk for 5 minutes about the things that "make your bucket overflow" (things that make you worried). It can be the things you mentioned before, or other issues.
  7. Now that you talked to each other, are your worries the same or different?
  8. How did it feel having someone to talk to, about your worries? One way to feel less worried and not to let your bucket overflow, is to have someone to talk to.

9. Do you already have someone – a family member or a friend you can trust, with whom you can share some of your worries? Can you tell us who that person is?
  
10. And if no one comes to mind, do you think you could talk to someone in this group? Who could you talk to? Let us make a buddy system!
  
11. Great! Talk to the person every 2 to 3 days, if you can. This will help you feel less worried.

 **BEFORE GOING HOME (15 MIN)**

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
  
2. What is something new that you learned today? (Invite 3 to 5 participants to share)
  
3. Try to talk to someone you trust about what worries you, before our next meeting!



## 3<sup>rd</sup> MEETING – TAKING CARE OF YOURSELF

Prepare copies of invitations for significant others to attend the next three meetings!



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your children. Have some of you been able to talk to someone you trust, about things that worry you? Would you like to share who you talked to? How did you feel, talking to them?
2. Today we will learn a new game you can do with your child. The game is called **SEE AND TOUCH!**
3. Take the child for a small walk around the room or outside. Show and let the child touch different things you see, for example, the poster on the wall, the bag, the curtain, the tree outside.
4. Tell the child: *“Look at the tree! Let’s touch the tree! Can you touch the leaves?”* or *“What can you see on this poster? What else?”*
5. Continue in the same way with other things you see, such as the car, the house, your earrings etc.
6. What do you think the child is learning in this game? (*The child is learning the names of things around him/her, and how they look and feel*).
7. Very good! Please try this game at home! Let us now ask the volunteer to help us with our children by playing with them, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few volunteers to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.

2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## TAKE CARE OF YOURSELF (45 MIN)

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1. Sometimes we get so busy with our chores and worries that we forget to stop and to take care of ourselves. Let us listen to the story of Abela:

**Abela gave birth to a baby boy. After initial celebration, the husband had to travel for work, and Abela stayed with the baby and her parents-in-law. Her mother-in-law had cataracts and could not help much with the chores. Abela was so busy that she did not even have time to eat properly. As she went to bed, she was already thinking about all the tasks she had to do tomorrow. She soon developed headaches and was feeling constantly tired. Having so much to do, Abela stopped seeing her friends, and would only get upset when she saw the friends chatting together.**

2. What do you think is happening to Abela?
3. What could Abela do, to take better care of herself?  
Who could she ask for help? (A neighbor, her old friends?)





4. One way to take care of ourselves, is to simply stop and take a break. By taking short breaks during the day, Abela can feel refreshed. She can either take a nap or do something she enjoys, for 20-30 minutes.
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5. Divide into pairs. Talk to each other about **things you enjoy doing**. What do you like about it? How does it make you feel?

6. Can each of you share what your buddy told they enjoy doing? Thank you! I can see we all have things we love doing and that help us relax! Let's remember to put some time aside for them, every day!



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7. One way to take care of ourselves are **relaxation exercises**. Have you heard of such exercises?
  8. Relaxations exercises help us feel less stress and worried, and feel that we have more control over our lives. We can feel more energetic and better able to cope with challenging situations.
  9. Let us try a relaxation exercise together.

- 1) *Let us all sit comfortably. Close your eyes. Place one hand on your stomach so as to feel your stomach move when you breathe.*
- 2) *Breathe in and hold your breath until I count till 5, then breathe out. (Repeat 5 times)*
- 3) *Imagine your favourite color, the color that makes you happy.*
- 4) *Imagine that every time you breathe in, you can breathe this colour in your whole body, and feel the happiness filling you up.*
- 5) *Take a few more deep breathes. Stretch the whole body out, open your eyes.*

10. How did this activity make you feel?

11. This exercise will help you relax and you can do it as many times as you want during the day.

## BEFORE GOING HOME (10 MIN)

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite several mothers to share)
3. Close your eyes and imagine doing something you learned today, at home.
4. Try to take some breaks and enjoy what you do, every day!

Remind the participants to invite their partners and significant others to the next three meetings. They will learn how to co-parent, deal with conflict and teach the child discipline. Distribute the invitations or do any other steps you agreed on, to invite the partners.



## 4<sup>th</sup> MEETING – ROLES OF THE PARENTS

Invite partners or significant others to join in this meeting.

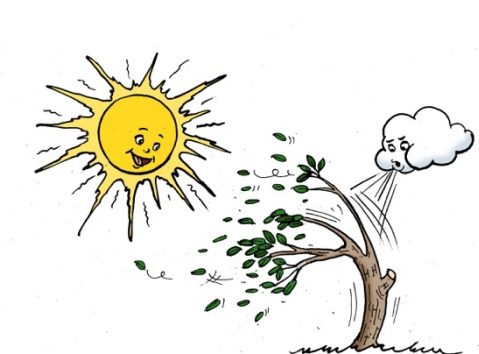
### YOU WILL NEED:

- Flipchart or board and markers or chalk
- Piece of paper and pen or pencil for each participant



### GREETINGS AND A GAME (15 MIN)

1. Please sit comfortably with your children. Has anyone tried to take better care of themselves at home, like we discussed last time? What did you do? How did it make you feel?
2. Welcome to the partners and other family members that joined us today!
3. Today we will learn a new game you can do with your child. The game is called **FUNNY MASSAGE!**
4. Sit the child in front of you. Start massaging the back (or the chest) of the child. The partners can take turns. As you massage the child, tell the following story:
  - *“One day, the sun was high in the sky.”* (draw a circle on the child’s back)
  - *“The sun was very strong.”* (draw rays of the sun coming down)
  - *“Suddenly, some clouds came.”* (draw small circles)
  - *“Then, the wind started to blow.”* (slide the hands across the back)
  - *“Then, thunder came.”* (hit lightly with the hands on the back)
  - *“Straight away, a small rain started.”* (tap on the back with your fingers)
  - *“In the end, the rain stopped, and the sun came out again!”* (Draw a big circle on the back)



5. What do you think the child is learning in this game? (*The child is learning new words, is bonding with the mother...*)
6. Very good! Please try this game at home! Let us now ask the volunteer to help us with our children by playing with them, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

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1. Just like last time, I would like to invite some volunteers to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share. Invite the significant others to share as well.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize key suggestions. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



### ROLES OF THE PARENTS (45 MIN)

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1. As you were growing up, what was the father's role in your family? And your mother's? Were there things that only a mother did or only a father took care of, with regard to the children?

2. And now, in your own family, how do you divide the roles, when caring for children? Do you do things same way as your parents did, or do you and your partner divide roles differently, with regard to the children?
  
  3. Let us close our eyes. Imagine a bird flying high over the lake. The bird has two strong wings. Both wings are working together in harmony, moving up and down. They make sure the bird flues high up and does not fall into the lake. A family is just like the bird, where the partners are like the two wings. Both partners need to work together, for the family to be strong and not to fall. Please open your eyes...
- 
4. Let us now, in small groups, make a list of all the tasks that you and your partner (or your significant other) do at home, to take care of the children and the family, from the morning until going to bed. (Do not group the tasks by who is doing them, yet.)

Can you share what tasks you thought of? Let us write them on the flipchart.

*Listen to the participants and add some others from the list below, if needed:*

- *Shopping for food, clothes, and household items*
- *Cleaning the house*
- *Cooking*
- *Farming*
- *Small business*
- *Fishing*
- *Collecting water*
- *Collecting fuel*
- *Looking after animals*
- *Washing clothes*
- *Caring for children*
- *Caring for elderly or sick family members*
- *Playing with children*
- *Disciplining the children*
- *Helping children with homework*
- *Taking them to preschool or school*
- *Paying the bills*

Let us write, next to each task, who is normally doing it, the mother (M) or the father (F).

What do you see? Are the tasks equally distributed? Are both wings of the bird doing their job and helping the family fly? Are there any tasks that could be shared, perhaps?

5. Sometimes we as women or men believe that certain family tasks are not for us, or that our role stops with earning money. This often has to do with how we were raised.

Let us discuss some examples. Please share if you agree or not, with each example. If we have different opinions, let's discuss that example!

- 1) *When the man is coming from work, the wife (girlfriend) should not ask him to help with anything at home, because he already worked hard enough.*
- 2) *It is not right for the men to cook and to feed young children, or to change diapers.*
- 3) *Because we are partners, we should share the care of our children as well.*
- 4) *Fathers do not need to play with children; their job is to discipline them.*
- 5) *Weekends are for men to spend time with their friends and to drink.*
- 6) *We should always try and do something fun with our children, as a family, on the weekend.*
- 7) *The money that my partner earns is his (hers). He (or she) can decide how much to spend on the family.*
- 8) *The money that my partner and I earn, is our family's money. We should make decisions together about what to do with it.*

6. Great discussion! Has your opinion changed in any way?



7. I will now give each of you a piece of paper and a pen. Please do the following: write a short letter to your partner. In this letter, first write at least 2 things you like and appreciate about your partner. Then write 2 things where you would like your partner to be more involved with the family life. Think of specific actions. Let us take 10-15 minutes for writing.



If there is no partner living in the family, you can write a letter to your father or uncle, or someone else who is supporting you and the child.

8. *Where partners are present, let them read the letters to each other, and talk about what they wrote. Join other participants (that came without a partner or significant other), invite 3-4 women to read their letters to the group, and appreciate them.*
9. *Encourage everyone to take their letters home and to share them (again or for the first time) with their partner or significant other, after dinner tonight.*



#### **BEFORE GOING HOME (10 MIN)**

1. **Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!**
2. What is something new that you learned today? (Invite 3 to 5 mothers to share)
3. Close your eyes and imagine doing something you learned today, at home.
4. Try to take some action together with your partner or significant other, to make your family life better, before our next meeting!

Invite the partners or significant others to join in the next meeting, about dealing with a conflict in the family.

## 5<sup>th</sup> MEETING – DEALING WITH CONFLICT

Invite partners or significant others to participate in this meeting.



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your children. Have some of you tried to talk with your partner since our last meeting and to divide the roles better? Who would like to share?
2. Today we will learn a new game you can do with your child. The game is **CATCH THE BIRD!**
3. Show one finger to the child. Move it a bit, as if it were a small bird flying around.
4. Say: "Here is a small bird. Catch the bird!"
5. Try to "fly away" from the hands of the child, saying: "The bird is flying away!"
6. Once in a while let the child catch the bird. Say: "You caught the bird!"



Note: You can ask the child to make a bird with her finger, and now it will be your turn to catch the bird.

7. What do you think the child is learning in this game? (*The child is developing her imagination and is learning to play with others...*)
8. Very good! Please try this game at home too! Let us now ask the volunteer to play with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few volunteers to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.



2. *Do not pressure the participants to talk. If they are shy, be the first one to share. Invite family members to share as well.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several mothers sad or worried. Say: It seems that for many of you... (describe the problem the women referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize key suggestions. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## DEALING WITH CONFLICT (45 MIN)

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1. Sometimes it happens that the parents do not get along, disagree or even become violent with one another. In that case parenting becomes very difficult.
2. In your experience, what are the most common things that cause disagreements or conflicts between the partners? Let us hear from several people.
3. And what normally happens in your family, when there is a disagreement about something? How do you solve it?



4. Let us listen to and discuss two real life stories, where couples were not seeing eye to eye. Here is a story of Rachel and Dickens. *(Ask one of the participants to read.)*

**Rachel and Dickens have just had her second baby. Dickens is a fisherman, and when he has free time, he loves listening to a sports program on the radio or having some beers with his friends. He also loves the meals Rachel makes for him.**

**Lately, with the new baby crying a lot, Dickens prefers to spend more time outside the home, grabbing some drinks with his friends. When Rachel says she would like him to support her more, Dickens says he is already giving her money and that taking care of babies is Rachel's duty since she does nothing except stay at home whole day.**

**These days the money that Rachel gets from Dickens seem to run out too fast. It is not enough to buy clothes for the family, to get some eggs for the older child, or to catch a boda boda to go to the health clinic for regular check ups. When Rachel brings it up with Dickens time and again, he feels offended. He tells her to go and earn her own money if she thinks it is so easy. The last time Rachel speaks up, Dickens hits her.**

5. What do you think Rachel feels? What makes you say so?
6. And what do you think Dickens feels, as the father and the provider of the family? What makes you think so?
7. How should Rachel respond after Dickens hits her?

8. What should the couple do? Who could they ask for help?

*Listen to the participants. Add the following ideas only if needed:*

- Rachel should make clear she will not accept any more hitting or she will leave or denounce the hitting to others. Violence can NEVER be tolerated.
- Rachel can ask an older person she trusts to help them
- The couple can sit and write down together what they need as a family, and how much it costs
- Once they agree that more money is needed in the family, they can discuss what they can do. For example, Rachel can join a women's association and get engaged in an income-generating activity. Or they can take out a small loan to buy a sewing machine, since Rachel has been good at sewing in her school years.

9. Which solution do you like best? Why?

10. IF TIME ALLOWS: Let's role play the solution that most of you liked. Who will be Rachel? And Dickens? And the other person?

11. After the role play, do you still like this solution, or do you have other ideas now? Let's hear them!



12. And now, let us listen to the story of Purity and George. (*Ask one of the participants to read.*)

**When Purity came home with a newborn baby, George and his mother were very happy and welcomed the boy. They named the boy Oscar. However, in a few months, the family noticed that Oscar was not like the other babies. He could not hold up his head and had difficulty breastfeeding as he could not suck very well. When other babies started to sit, Oscar was still just lying down.**

**George's mother concluded that something was wrong with the child. She called the family meeting. At the meeting she announced that this baby was visibly disabled, and this must surely be a result of Purity's family having bad spirits, as nothing like that ever happened in George's family. She insisted that George needed to leave Purity and the boy, and go and start a new family with a decent girl, who can give him healthy children.**

13. What do you think Purity felt and thought when she heard the mother-in-law talk this way?

14. And what do you think George's reaction might have been, to his mother's words?

15. Do you think George's mother is right? Why do some children develop a disability?

*Listen to the comments and then add the following, if needed:*

- Disability is not a result of bad spirits
- Some children develop disability or delay due to poor maternal or child nutrition
- Others develop a disability because of a difficult pregnancy or birth
- Adolescent or older mothers and fathers are also more likely to have a child with a delay or a disability
- Yet other children may become disabled because of infection such as malaria, meningitis and other.



16. What should the couple do? Who could they ask for help?

*Listen to the participants. Add the following ideas only if needed:*

- *The couple should stay united and agree to take care of the child together*
- *They can ask a health provider or a CHV to talk to the mother-in-law*
- *They should take the child to the health center as soon as possible to find out how to support the child and to reduce the disability, if possible.*
- *Both father and mother can play and talk to Oscar a lot at home, and do activities with him to help him reduce the extent of his disability.*



17. Which solution do you like best? Why?

18. IF TIME ALLOWS: Let's role play the solution that most of you liked. Who will be Purity? And George? And the other mother-in-law? And who else do we need?

19. Do you still like this solution, or do you also have additional ideas now? Let's hear them!

## BEFORE GOING HOME (15 MIN)

1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite a few participants to share)
3. Close your eyes and imagine doing something you learned today, at home.
4. Try to support someone or take an action yourself, about a conflict you or someone you know might have, in the family.

Invite the partners or significant others to join in the next meeting, about teaching your child right and wrong.

## 6<sup>th</sup> MEETING – TEACH YOUR CHILD RIGHT AND WRONG

Invite the partners or significant others to join in this meeting.

### YOU WILL NEED:

- A flipchart or a board and markers or chalk.

1. Greetings, everyone! Please sit comfortably with your children. Have some of you had a chance to deal with some disagreements in the family? Would you like to share?
2. Today we will learn a new game you can do with your child. The game is called **A DRUM!**
3. Find something around you that you and the child can use as a drum.

4. Start playing the drum and ask the child to help you.

5. First drum slowly, then fast, then slowly again.

Play the drum quiet, then loud, then quiet again.



Note: If the baby is very small, you can drum gently on his back or on his legs.

6. What do you think the child is learning in this game? (*The child is learning to make sounds, learning about fast and slow, quiet and loud, to play with a parent...*)
7. Very good! Please continue playing like this at home! Let us now ask the volunteer to help us with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few parents to share today:
  - One thing that made you happy, since the last time we met
  - One thing that made you sad or worried, since the last time we met
2. *Do not pressure the participants to talk. If they are shy, be the first one to share. Invite family members to talk.*

3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the caregivers referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize key suggestions. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## TEACH YOUR CHILD RIGHT AND WRONG (45 MIN)

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1. When you were a child, what did your parents use to do, to teach you good behavior? How would they correct you if you did something wrong? Who took care of the discipline?
2. And now that you yourself are a parent, how do you teach and correct your children? Do you do things the same way or differently from your parents? Why?
3. These days we often hear that it is **not good to hit the child or to call the child bad names (lazy, stupid etc.)**. Do you agree? Why?
4. Yes, you are right. When a parent beats or calls the child names:
  - The child begins to be afraid of the parent. There is no bond.
  - When the parents repeatedly say that the child is stupid or clumsy or lazy, the child will come to believe them, and will eventually even behave that way!



- When the child gets into trouble later in teenage years, she might not open up to the parent and ask for advice, because she will be afraid of the parents' reaction.

5. And **do you think it is good or bad, when it is only one parent that takes care of the discipline in the family, and the other parent is not involved?** What are the advantages of letting one parent to deal with discipline? And what are the disadvantages? Let's discuss in small groups for 5 minutes and then share!

ADVANTAGES	DISADVANTAGES

Yes, you are right, there are many more disadvantages! When the discipline is left to one parent only:

- They may not develop a bond or a friendship with their children, as the children will be afraid of them. This will be a loss both for the parent and the child.
- One parent will always have to wait for the other parent to come home to discipline the child (which sometimes can happen much later after the bad behavior, and the child can even forget what he is being disciplined for)





6. A better way is when both the mother and the father take time to show love, to play and to discipline their children, and when they use **the same approach** to discipline.





Imagine when the mother hides the child's bad action from the father, but the father finds out and punishes the child. What will the child learn in this situation?  
*(That it is better to lie than to tell the truth; that the mother will protect him even when he does something bad.)*

7. So, what can we as parents do together, to teach our children how to behave? What have you tried, with your children, that has worked? Can you please discuss in small groups?
8. Thank you! Let each small group now share their ideas. (Write down key ideas shared.)
9. These are all great ideas! Let us perhaps add four more points *(Write parts in bold on the paper or the board):*

 **N1.** We need to be **a role model for the child.** Whatever behavior we want the child to adopt, we should behave that way ourselves.

 **N2.** We need to become **a friend of the child.** When we spend time talking and playing with the child and are good friends, it will be easier for us to correct bad behavior.

 **N3.** We need to **teach the child about good behavior.** We should tell the child what we expect of him. We should acknowledge him whenever the child is helpful, kind or honest. We should tell stories that teach good actions.

 **N4.** We need to **teach the child that bad behavior will not be accepted.** That means we need to have rules at our home. And when the child breaks a rule, he should be held responsible for his actions.

10. Which of these four things do you already do? Can you share? (*Ask some participants to share briefly.*) Very good!

11. Let us think a bit more about the last point. I will tell you a story of Sospeter, a 5 year old boy.

**Sospeter is a very happy and loving child. He lives with his mother, grandmother, and 2-year-old sister Monica. The mother told Sospeter that he is now a big boy and should help watch that Monica whenever she and grandma are away or busy. Sospeter was happy to help. One day the mom and the grandma went to the market and asked Peter to watch over Monica. But Sospeter got busy playing with his friends and forgot about Monica. Monica got very hungry and bored soon and started crying, but Sospeter did not notice. When the mother and grandmother came back, they found Monica hungry and alone.**

12. What rule did the family have for Sospeter?

What should his mother and grandmother do, now that Sospeter did not watch over Monica?

13. Good. **When children (or even adults) do not follow the rules, they should be held responsible.** For example, the family can:

- tell Sospeter he cannot play with friends tomorrow (no friends can come over)
- tell Sospeter he will skip his favorite snack today.



14. Without rules, there would be chaos. Imagine how everyone would behave if there were no traffic rules. In the same way, we should have rules at home. And if they are broken, there should be consequences.

15. However, we should have **consequences that are not too light but also not too harsh for the child.**

For example,

- *Not allowing Sospeter to play with his friends for a month would be... (too harsh).*
- *Asking Sospeter to say sorry to his sister would be ... (too light).*

16. Let us make groups of 3 people. Each group should do the following, and then share:

- Think of a rule you would like your child to follow in your home
- Discuss what you will do if the child breaks the rule.

17. *Invite the groups to share, and discuss if the proposed rules and the consequences are acceptable and reasonable.*



#### **BEFORE GOING HOME (10 MIN)**

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1. **Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!**
2. What is something new that you learned today? (Invite a few participants to share)
3. Close your eyes and imagine doing what you learned today, at home.
4. At home, try your best to teach the child the new rule or to communicate with the child better!

## 7<sup>th</sup> MEETING – SAFETY IN THE HOME

### YOU WILL NEED:

- A paper and pen or pencil for each participant



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your child. Has anyone tried teach the child a new rule or to communicate better with the child, in the past week? Who would like to share?
2. Today we will learn a new game you can do with your child. The game is called **GIVE AND RECEIVE!**
3. Give something to your child (a spoon, a tree leaf, a shaker).
4. Then say: “Can you give me the shaker? Thank you!”
5. Then give the shaker back and say: “Here is the shaker for you!”
6. Play with the child like this several times, asking and giving things to the child.
7. What do you think the child is learning in this game? *(The child is learning the names of the objects, learning to collaborate with others...)*
8. Very good! Can you play like this with your child at home? Let us now ask the volunteer to play with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few participants to share today:
  - One thing that made you happy, since the last time we met
  - One thing that made you sad or worried, since the last time we met

2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the women referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize key suggestions. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## **SAFETY IN THE HOME (45 MIN)**

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1. Did it ever happen to you or to someone you know that the child got injured or got into some accident at home? How old was the child and what exactly happened?
2. True, as children begin to move around, from about 6-8 months, first by crawling and later by walking, we need to make sure that our home is safe for them.
3. Let us all sit down on the floor for a moment. Close your eyes and imagine you are sitting on the floor of your home. What can you easily reach and grab, from where you are? What can you pull down? Are some of these things dangerous for your children?



4. Now, let us all take a paper and a pencil. I will ask you a few questions. Please write YES or NO, for each question.

1) *Is it easy for your child to reach the stove where food is prepared or the water is boiled?*

2) *Is it easy for your child to reach the medicines or chemicals such as rat poison?*

3) *Is it easy for your child to reach knives or other sharp objects?*

4) *Is there any broken glass on the road outside your house?*

5) *If your home close to the road where many cars pass?*

6) *Do you have any containers with water that a child can get into, in your yard?*

7) *Can the child easily reach and touch the electric sockets in your house?*



5. How many of you answered YES to at least one question? And how many answered YES to at least two questions? And to three questions?

6. What are some questions you answered YES to? Based on the answers, discuss what the solutions could be, for example:

- 1) **HOT STOVE/WATER:** Keep the cooking area closed off /fenced off from children
- 2) **MEDICINES/CHEMICALS:** Keep them on top shelves or hanging in a bag where the child cannot reach
- 3) **SHARP OBJECTS:** Put them where child cannot reach; sweep the floor to remove broken glass or pick up glass pieces etc.
- 4) **CARS:** Fence off your yard if you can. Teach the child to stop and check for cars on both sides, before crossing.
- 5) **WATER:** Keep all water containers covered.
- 6) **ELECTRIC SOCKETS:** Put some heavy furniture in front of the sockets.

7. And has it ever happened that a child or someone you know started to choke at some point?
8. Who knows what to do in case of choking? Can you demonstrate? (Observe and correct as needed:

**WHAT TO DO WHEN SOMEONE CHOKES:**  
**Measure the width of 2 fingers above the child's belly button and then press forcefully on the stomach with two fists in that point.**

9. Let us divide in pairs and practice for 1 minute. But do not be too forceful during practice! Good job, everyone!
10. Would you like to learn more about first aid – for example what to do if the child gets a burn or a fracture? If so, we have an optional meeting next week, where a nurse or a paramedic can teach us these things. Let's raise hands to see how many people would be interested!

11. Safety does not only mean safety from accidents. Sometimes children can also suffer abuse. What kind of abuse can that be? (*physical, verbal and sexual*)

12. When children are young, they may not be able to tell us what happened or they may be afraid. This is especially so in case of sexual abuse. What are some signs that something bad might have happened to the child in our absence?

13. Listen to the ideas, and then add the following signs:

- Child starting to have nightmares or mood swings
- Child starting to pee in bed or to suck fingers
- Child drawing the abuse or playing it out with toys
- Child having problems eating
- Child not wanting to take off the clothes
- Child suddenly having money or sweets from nowhere
- Child having pain or bleeding in private parts.



14. What would you do if you observe your child and suspect that he or she might be abused, especially if you suspect sexual abuse? How can you protect yourself and yourself?

15. Brainstorm and then make sure that the participants are familiar with these steps:

- 1) Do not wash or change the child's clothes, if you suspect that abuse has happened just recently;
- 2) Take the child to the health facility for assessment and recording of abuse;
- 3) Follow up with the police for protection and legal procedures.

Explain that health facilities have special services in place for helping victims of sexual abuse, be they adults or children. Once you arrive with your child and explain your suspicions of abuse, the health providers will guide you through the next steps.



#### **BEFORE GOING HOME (10 MIN)**

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 participants to share)
3. Everyone, close their eyes. Imagine something you will do at home, something that you learned in this session.
4. Now open your eyes and share what you are planning to do!



## OPTIONAL MEETING – FIRST AID

In the beginning of the program, identify someone from your community who is trained in first aid. This can be a **paramedic** or an MCH nurse, for example.

Then, if there is sufficient interest, invite the person to demonstrate and explain the following, just after the meeting on safety at home:

- What to do in the case of choking (reinforce practice in Meeting 7)
- What to do if the child consumed something with poison in it
- What to do in the case of burns
- What to do in the case of drowning
- What to do if the child has a fracture
- What to do if the child has an epileptic attack or has fainted.

**CONGRATULATIONS,  
YOU HAVE COMPLETED  
MODULE 1!**



**MODULE 2:**

**HELP YOUR CHILD  
DEVELOP WELL**

**HELP YOUR CHILD EAT  
HEALTHY FOODS**

# 1<sup>st</sup> MEETING – WHAT IS THE CHILD TELLING YOU?

Prepare copies of invitations for significant others to attend the next three meetings!



## GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Did you have a good break? What did you do?
2. Has anyone tried to make their home safer for children, after our last meeting? Who would like to share?
3. Please sit comfortably with your children. Today we will learn a new game you can do with your child. The game is called **BODY PARTS**.
4. Point to your body parts and ask the child:
  - “Here is my nose. Where is your nose?”
  - “Here are my shoulders. Where are your shoulders?”
  - “Here are my ears. Where are your ears?”

Note: With small babies, point also to their body parts, saying: “And here is your nose!”



5. What do you think the child is learning in this game? (*The child is learning the names of the body parts, and bonding with the mother...*)
6. Great! Please play this game at home! Let us now ask the volunteer to help us with our children, so that we can do our session.



## NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few participants to share today:
  - One thing that made you happy, since the last time we met

- One thing that made you sad or worried, since the last time we met
2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
  3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
  4. *Repeat what made several participants happy.*
  5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
  6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
  7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
  8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## WHAT IS YOUR CHILD TELLING YOU? (45 MIN)

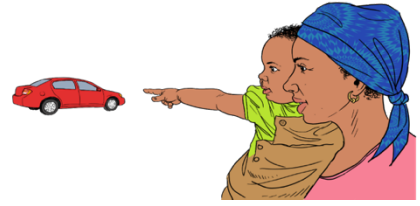
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1. What do you already do, to help your child become a loving and a smart person?
2. Very good! For our children to develop well, we also need to pay attention and respond to the signals our children give us.
3. What signals can our children give us?

Our child can communicate to us that she is hungry; or that he is tired. And at other times a child can show us that he wants to play or to talk to us, or that he is scared. Even small babies let us know what they want or need, by making sounds, gestures or just by looking.

4. What were some signals that you have noticed from your child recently? Can you share?
5. Very good. Child signals are things we can observe, when we carefully watch or listen to the child.

6. However, it is usually easy to notice that our child is hungry, wet or tired. It may be **more difficult** to notice when our child wants to be comforted, when he needs your encouragement, or when she wants to show or tell something to you, or just to play with you.



7. Let us practice a bit! I will share some examples, and you will describe what signal the child might be giving you and suggest how you may respond.

- *If the baby is making sounds when you are dressing him, it may be a signal that... (he wants to talk with you).*

*How can you respond? (I can talk with the baby while dressing him, describe what I am doing, or sing the song he enjoys.)*

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- *If the baby is waving her arms while watching you from across the room, it may be a sign that .... (the child is bored and wants you to give her some stimulation).*

*How can you respond? (Let us do something to engage the child, for example, clap and sing and move the child's arms.)*

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- *If the baby wants to see what is in your bag and wants to take things out of the bag, it is a sign that...( the child wants to explore and to learn).*

*How can we respond? (Let us find something else the child can play with. for example, let's give him a simple box with some bottle caps, cloths, sticks or other things that he can take out and put back in.)*

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- *If the child is very focused when playing with some sticks she found, and is not responding when you call her, it is a signal that she... (is busy learning something new.)*

*How can we respond? (Let us not interrupt her attention! Let her play a bit longer and tell her that you call her soon.)*

When we learn to recognize the signals our children give us and to respond to them, our children will grow healthy and intelligent. Their brains will be working well. And our children will feel loved and understood.

8. Let us make pairs and go and sit with our children while they are playing. In every pair:
  - One parent will observe her child and describe what signal she sees
  - Then she will try to respond to the child's signal
  - The partner will then observe and describe how the child reacted
  - Then you will switch roles.

9. Let us come back and share what we did and learned:

- a. Which signals did you see in the your child?
- b. How did you respond to the signals you saw?
- c. And how did the child react?
- d. Did your partner possibly see some signals that you missed? (*Ask the partners.*)
- e. Do you think that you might have misunderstood some of the signals? For example, maybe the child cried and you thought he was hungry but he did not show interest in breastfeeding? Because what he actually wanted was something else, like playing with you?



Wonderful! You are already becoming quite skilled in noticing your children's signals!

10. Let's remember that to notice and understand our child's signals we all need lots of practice. That is why, let us always observe our children, so that we learn to understand them.

## BEFORE GOING HOME (10 MIN)

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 participants to share)
3. Ask everyone to close their eyes. Imagine your are doing something in the home. Your child is next to you. What signals might your child show you? And how can you respond?
4. Try to respond to your child this way, at home, during this week!

Remind the participants to invite their partners and significant others to the next three meetings. They will learn how to stimulate their child's brain development and how to feed their children. Distribute the invitations or do any other steps you agreed on, to invite the partners.



Ask the participants to bring their mother & child health handbooks with them to the next meeting.

## 2<sup>nd</sup> MEETING – LET’S TALK TO OUR CHILD

Invite the partners or significant others to join in this meeting.



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your children. Has anyone tried to observe some signals from your child at home? Who would like to share what you saw?
2. Today we will learn a new game you can do with your child. The game is called **A JOURNEY!**
3. Sit the child on your knees. Tell the child a story. Move your knees as you tell the story:
  - *“One day, we walked, and walked, and walked.” (stamp or move your feet up and down)*
  - *“Then we got on the bus, and drove up and down, up and down, on a bumpy road.”(move your knees up and down and make your child jump a bit)*
  - *“Next, we got on the train, and went side to side, side to side” (move the knees together with the child to one side and then to the other)*
  - *“Then, we got on the bike and we pedaled, and pedaled and pedaled! (move the knees up and down one after another)*
  - *“And we came home and fell on the bed!” (open the legs and let the child “fall” inside, but do not let his hands go!)*
4. What do you think the child is learning in this game? (*The child is learning the names of different transports and how they move...*)
5. Great! Please continue this game at home. Let us now ask the volunteer to help us with our children, so that we can do our session.







## NEWS AND PROBLEM-SOLVING (20 min)

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1. Just like last time, I would like to invite a few participants to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share. Invite the family members to share as well.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## LET'S TALK TO OUR CHILD (45 MIN)

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1. Today we will discuss why and when we should be talking to our children.
2. Have you ever talked to the baby that is not yet born? Can you share more?

It is important that the mother and the father start talking with the baby still in pregnancy. This is because the baby can already hear at 5 months of pregnancy. Sometimes we can feel the baby moving when we talk or sing to them. **When the baby is born, he will recognize his parents' voices and will calm down when he hears them.**



3. And have you ever talked to the newborn? Can you share more?

It is important to continue talking to the baby **as soon as he is born**, because the baby already hears and is ready to learn. He may not respond at once, but he will learn a lot of words and their meanings by listening to you.

4. What do you think will happen to the child, whose parents rarely talk to him, besides giving him commands or scolding him?

*Such a **child may become slow in his thinking and talking**, and may have difficulties in school.*

5. When is a good time, during the day, to talk to the children?

***Any time a good time.** Let us talk to children when cooking, feeding, working in the field, and during a bath. Tell them what you are doing. Tell them names of things they are looking at. Ask them questions.*



6. What are some good ways of talking to our children, so that we help them develop?

Very good! Here are some additional good practices:

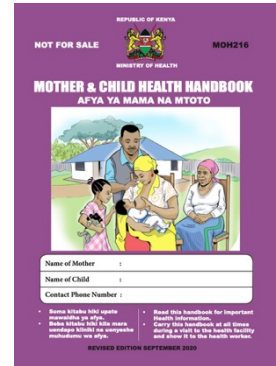
- **Ask questions instead of just giving commands:**  
“What do we need for making a stew? What else?”  
Can you share your own example?
- **Ask questions that make the child answer in words or sentences, not just YES /NO:**  
“What is it? What color is it? Where does this animal live?”  
Can you share your own example?
- **Describe to the child what you are doing, step by step:**  
“First, I put the clothes in the water; then I add some soap; then I wash them like that...” Can you share your own example?

7. Let us make pairs, and go and practice talking with our children while they play. **As you do, please remember to observe your children and be responsive to their signals.** One partner can practice and the other will watch, then they can change places. Use ideas we just learned!

8. After 10 minutes, ask everyone to sit down. Ask 2 or 3 participants:

- What did you ask or tell the child?
- How did you feel, when talking to your child?

9. Who has brought their mother & child health handbooks with them today? Very good! Let us look at page 42. What can you see here? (Activities for playing and communicating with children.)



10. Please look at the bottom row (Communicate) and find suggestions your child's age. Read through them. Which of these do you already do? And which you can try doing? Wonderful!

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11. Some people say that when a child is delayed or has a disability, you cannot do much about it. Talking to such a child will not change anything. What are your thoughts?

12. Yes, it is very important to talk to children who have some delay or disability. Because by talking to them, we will help them become active and learn. They might take longer time to learn, but if we talk to them daily, we will see changes.

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13. Another important point is HOW we communicate with our children when we want them to listen to us. *How many of you feel like the children do not listen to you when you talk? How does it make you feel?*

14. Why do you think the children do not listen to us? What are your ideas?

15. Let us look at some examples of how we sometimes communicate with children. (Ask some participants one by, to read the examples below. In each case, ask what is likely to happen.)

1	<p>We ask children to do something when they are playing or busy doing something else.</p> <p><i>What is likely to happen?</i></p>
2	<p>We give too many instructions at once:  <i>“Okay it’s time to get moving. I want us to finish taking breakfast, sweep the house, wash utensils, go to the river and then I will go to the market as you guys start cooking lunch.”</i></p> <p><i>What is likely to happen?</i></p>
3	<p>We give a general instruction without explaining what the child should do:  <i>“Go clean up.” Or: “Stop behaving badly.”</i></p> <p><i>What is likely to happen?</i></p>
4	<p>We want an instruction to be followed at once:  <i>“Go inside and fetch me a broom.” Child not responding. “Get me the broom now!!!!”</i></p> <p><i>What is likely to happen?</i></p>

16. So, what are some things that we can learn about good communication, from the examples above? Yes, let us write these down:

- Get the child’s attention first (make sure he is listening).
- Give only 1 or 2 instructions at a time.
- Tell the child specifically what you need to be done.
- Give the child some time to act upon your request.

17. Can someone demonstrate how you would ask the child to do something, following what we just discussed? Very good!

 **BEFORE GOING HOME (10 MIN)**

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 parents to share)
3. Close your eyes and imagine talking to your child, at home. Try talking to your child just like you imagined and practiced, at home! Remember to use ideas from page 42 of your mother & child health handbook!

Invite the partners or significant others to join in the next meeting,  
about playing with the child.

Remind each participant to bring their mother & child health handbook next time.

## 3<sup>rd</sup> MEETING – LET’S PLAY WITH OUR CHILD

Invite the partners or significant others to join in this meeting.  
Bring the doll, 15 colorful bottle caps and tall and short sticks for practice.



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your children. Has anyone of you tried to talk to your children at home during daily chores? Who would like to share?
2. Today we will learn a new game you can do with your child. The game is called **MAY I COME IN?** (NOTE: SUBSTITUTE WITH A LOCAL FINGER GAME, IF APPROPRIATE).
3. Ask the child to stretch the hand towards you. Hold the child’s hand, and knock on her palm. Say: Knock, knock, knock, may I come in?
4. Let the child answer: Yes.
5. Make your two fingers walk up her arm and stop at the elbow. Knock and ask again if you may come in.
6. Continue walking until the armpit. Knock and ask again. Tickle the child!
7. Now it is your child’s turn – give him your hand and ask him to walk up!
8. What do you think the child is learning in this game? (*The child is learning to ask for permission, is learning to expect what will happen next...*).
9. Very good. Please continue this game at home! Let us now ask the volunteer to help us with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

1. Just like last time, I would like to invite a few participants to share today:
  - One thing that made you happy, in the last week or so

- One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
  3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing. Invite family members to share too.*
  4. *Repeat what made several participants happy.*
  5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
  6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
  7. *Let several participants share, and then summarize key suggestions. If you have a relevant experience, feel free to share as well, but do not focus on it.*
  8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## LET'S PLAY WITH OUR CHILD (45 MIN)

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1. Today we will talk about why it's important for children to play.
2. Who in your family spends most time playing with your youngest child?
3. Can someone show how they play with the child? Excellent!
4. When the child plays, he/she learns a lot of things. Playing for the child is like working for adults.



What do you think are some of the things the child learns, when playing?

**When the child plays, she develops in four areas:**

- **THINKING:** She learns to think, to pay attention and follow the rules, to solve problems
- **INTERACTIONS:** She learns to interact with others, to make friends, to comfort and cheer others
- **LANGUAGE:** She learns to use new words, to make sentences
- **PHYSICAL:** She learns to use her muscles (for example, to train her fingers to be able to write later).

5. A lot of our traditional games with children help build physical skills and maybe help kids learn to interact. Can you think of examples of such games? (ball; skipping rope; modeling with clay)

6. But we also want to build children's minds, and to expand their language skills. How can we do this?

- *Give a doll to a participant and ask: **How can you use this doll to boost the child's language?*** (ask the child questions about the doll; check if the doll is sick, hungry etc.)
- *Then give some colorful bottle caps to another participant and ask: **How can you use these bottle caps to stimulate the child's thinking?*** (sort the caps by color and count them; make a shape with the caps, like a snake or a triangle)
- *Finally, give some sticks to another participant and ask: **How can you use these sticks to help the child follow instructions?*** (make some shapes and ask the child to copy; ask to give you 2 small sticks, 3 bigger sticks etc.)





7. Is there a specific age when a child starts to play?

No, the child starts playing when still in the tummy and continues after birth. For example, he can kick in the tummy, or he can imitate the faces that the mother or the father make, when he is a newborn!

8. At what age do children learn fastest?

The child learns fastest in the first 3 years! The child's brain is like a sponge then, and everything he does, helps him learn. That is why playing and talking with babies is so important.

9. What can we do, if we are busy and do not have a lot of time to play? Does anyone have ideas?

Yes, we can play during daily jobs or chores!



10. Give the participants the following task to do in small groups: **Decide how you can use the following daily chores to stimulate the child's learning and language:**

Group 1: Washing clothes

Group 2: Cooking

Group 3: Cleaning the house

Group 4: Working in the chamba

Group 5: Walking to the market or the clinic

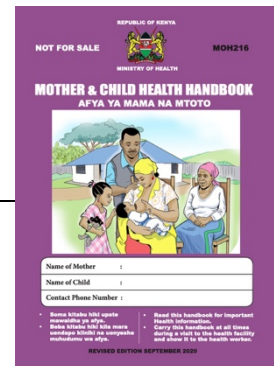
11. Everyone, please share how you will use your daily chore to stimulate your child's brain and the language.

Do other groups have anything else to add? Thank you!

12. Let us make pairs, and go and practice playing with our children in the playgroup. As you do, please remember to observe your children and be responsive to their signals. One partner can practice and the other will watch, then they can change places. Use ideas we just learned!

13. After 10 minutes, ask everyone to sit down. Ask 2 or 3 participants:

- What signals did your child show you? And how did you respond?
- What game did you play with your child?
- What did this game help the child learn, you think?
- And how did you feel, when playing with your child?



18. Who has brought their mother & child health handbooks with them today? Very good! Let us look at page 42 again.

19. Please look at the top row (Play) and find suggestions your child's age. Read through them. Which of these do you already do? And which you can try doing? Wonderful!

14. We already know that play is for everyone, even for children who are sick or have disabilities. Play helps children develop, stimulates learning and even improves appetite.

15. But sometimes we need to be creative, as children who are sick or disabled may not play in the same way.

16. Imagine:

- A 2 year old girl that has cerebral palsy, and needs to be supported to sit. How can you help her play?
  - *By making sure she is seated in a way that her hands are in front of her, and then giving her different objects to handle.*
  - *By asking if she wants a red or a blue ball, and waiting for her to show by looking*
  - *By touching her with a hot and a cold towel, and describing what you are doing...*
- A very small and weak newborn boy, who was born 4 weeks early. How can you play with him?

- *By copying the baby's expressions*
- *By talking and singing to the baby*
- *By rocking and very gently massaging the baby on the back, stomach, legs and arms*

17. Very good – please share these ideas with parents you know, who have children who are sick, weak or have any type of disability.

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### **BEFORE GOING HOME (10 MIN)**

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 caregivers to share)
3. Please play with your child at home, like you practiced today! Remember to use ideas from page 42 of your mother & child health handbook!

Invite the partners or significant others to join in the next meeting, about good nutrition.

Remind each participant to bring their mother & child health handbook next time.

## 4<sup>th</sup> MEETING – EAT TO BE STRONG, HEALTHY AND SMART!

Invite the partners or significant others to join in this meeting.

### YOU WILL NEED:

- White chalk (5-6 pieces) or 5-6 flipchart sheets and permanent markers
- The mother & child health handbook for each participant



### GREETINGS AND A GAME (15 MIN)

1. Greetings, everyone! Please sit comfortably with your children. Have you had a chance to play with your youngest child, in the last week or so? How did you play?
2. Today we will learn a new game you can do with your child at home. Today's game is **THE ANIMALS!**
3. Let's make the movements and sounds of different animals, and let our children copy us.
4. Let me be an example: Let's be cats. The cat does like that and says: Miaou, miaou!
5. What animal should we all be now? Let's try! The (animal does this) and says (xxx)!
6. Continue like this with other animals. Then let the older children suggest the animal.



*Note: With the baby younger than 6 months, you can just make sounds and actions of the animals, and let the baby listen and watch.*

7. What do you think the child is learning in this game? (The child is learning the names, the sounds and the movements of animals...)
8. Great! Please continue playing at home! Let us now ask the volunteer to help us with our babies, so that we can do our session.



## NEWS AND PROBLEM-SOLVING (20 min)

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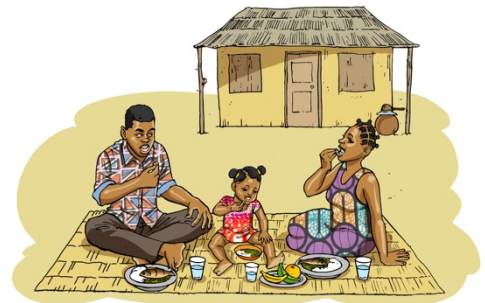
1. I would like to invite a few volunteers to share today:
  - One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share. Invite other family members to talk as well.*
3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
4. *Repeat what made several participants happy.*
5. *Select one situation what made several mothers sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



## EAT TO BE STRONG, HEALTHY AND SMART (45 MIN)

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1. What does it mean for you, **to eat well**? And what does it mean, **to eat poorly**?
2. Why do we need to eat? Is it just so that we do not feel hunger? Or does the food do something else in our body?
3. What is nutritious meal, in your opinion? (*A nutritious meal is the meal that has something from each food group.*)
4. How many **main groups of foods** there are? Who can tell what they are? **Let us look together on page 18 of your mother & child health handbooks. What do you see?**



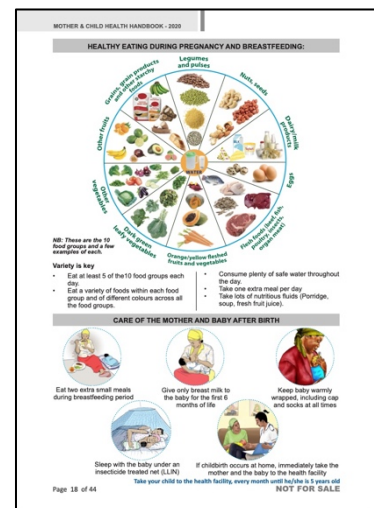
5. Yes, you can see 10 food groups. What are they? (Review together).
6. It may be difficult to remember so many groups, so we will instead talk about THREE MAIN GROUPS. We will call them GO foods, GLOW foods and GROW foods.
7. Why do you think the three main food groups have these names? What are your ideas?
8. What do GO foods do for us, you think? (They give us energy to move, work, run, and do all kinds of things.)
9. What are examples of foods that make us GO? (Listen to the answers and add from the handbook on page 18:

- Grains and other starchy foods (cassava, potatoes, bananas, chapati, bread etc)
- Nuts and seeds
- Cheeses, butter

10. What do GLOW foods do for us, you think? (They make us healthy / protect us from illnesses, give us vitamins and make us "glow".)

11. What are examples of foods that make us GLOW? (Listen to the answers and add from the handbook on page 18:

- All of the fruits, vegetables and green leaves are part of GLOW foods



12. And what do GROW foods do for us, you think? (They make our bodies grow and help our brain work well and become smarter.)
13. What are examples of foods that make us GROW and BECOME SMARTER? (Listen to the answers and add from the handbook on page 18:

- Legumes and pulses (beans, lentils, kunde etc.)
- Nuts and seeds (these are both GROW and GO foods!)
- Eggs
- Milk products
- Fish
- Meats.

14. Which **gesture or movement** can we use for each food group, to remember them? Let us practice!

- What can we do for GO foods?
- And for GLOW foods?
- And for GROW foods?

15. Can you find the three food groups in your booklet? What do those little drawings next to each group name mean, in your opinion? (a running man, a sun, a growing baby and a brain)

16. **When children get anemia, what food group do they usually lack?** Yes! Most children get anemia because they do not eat enough foods with iron. Foods with iron are the same foods that make us grow and become smart! So... what should we feed our children, for them not to get anemia? (GROW foods!)

17. It is true that eating meat will help your child grow and become smarter. But we also know now that instead of meat we can eat other things which will do the same. Let us play a game: Please help me complete my sentences about GROW foods:

- If we cannot afford meat, we can give the child ...
- If we cannot afford chicken, we can give the child...
- If we cannot afford eggs, we can give the child...
- If we cannot afford fish, we can give the child...



18. Sometimes people think that eating well means eating expensive food or just eating meat every day. What will you tell them, after today's session?

**Eating well means eating something that makes us GO, GLOW and GROW, every day!**

When a woman is pregnant, it is even more important for her to eat all three food groups – GO, GLOW and GROW - every day, because what she is eating is affecting the baby.

19. Divide into small groups of 3-4 participants. Each group should draw 3 circles with chalk on the floor or with a marker on a piece of flipchart paper. The three circles represent breakfast, lunch and dinner.

20. Each group should first agree on and draw **what they most frequently eat for breakfast, lunch and dinner**. This should be the food they actually eat every day!

21. Next, each group should check if all three food groups are present at breakfast, lunch or dinner. If not, they should add some food to their drawing, from the missing group.

22. In 10 minutes, ask each group to present:

- what they had drawn first
- what they discovered was missing (if anything) and what they added.

Thank the groups!

23. Explain that sometimes it can be difficult to have all three food groups in each meal. In that case, we should make sure to have each food group **at least once a day**.





24. Ask: When we are adolescents, how many times a day should we eat? (3 times) And what about when we become pregnant – anything changes? (We have to have one extra meal). Why? (To help the baby grow better)



#### BEFORE GOING HOME (10 MIN)

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 to 5 participants to share)
3. Close your eyes and imagine doing what you learned today, at home.
4. Use the mother & child health handbook to help you remember what to add! For that, you can write GO, GLOW, or GROW, above each food group on page 18.
5. At home, try your best to have a food from each group, every day for the next week!

Remind each participant to bring their mother & child health handbook next time.

## 5<sup>th</sup> MEETING – WHAT IS THE BEST FOOD FOR THE BABY?

### YOU WILL NEED:

- White chalk (5-6 pieces) or 5-6 flipchart sheets and permanent markers.



### GREETINGS AND A GAME (15 MIN)

---

1. Greetings, everyone! Please sit comfortably with your children. Has anyone tried to eat all three **main** food groups, every day, for the past week or so? What changes did you make? Who would like to share?
2. Today we will learn a new game you can do with your child. The game is **ONE, TWO, THREE, HEAD!**
3. Move your head slowly towards the head of the child and say: “1,2,3, head!” Touch the child gently on the head with your head.
4. Then move your head to the child’s tummy and say: “1,2,3, tummy!” Touch the tummy with your head.
5. Then move your head towards the foot of the child and say: 1,2,3, foot!” Touch the foot with your head.
6. Continue this way with other body parts, touching them gently with your head.
7. What do you think the child is learning in this game? (*The child is learning body parts and some counting, and is learning to enjoy the mom’s company.*)
8. Great, please continue playing at home! Let us now ask the volunteer to help us with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

---

1. Just like last time, I would like to invite some volunteers to share today:

- One thing that made you happy, in the last week or so
  - One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
  3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
  4. *Repeat what made several participants happy.*
  5. *Select one situation what made several participants sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
  6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
  7. *Let several participants share, and then summarize main thoughts. If you have a relevant experience, feel free to share as well, but do not focus on it.*
  8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



### **BEST FOOD FOR THE BABY (45 MIN)**

1. What has your experience been with breastfeeding? What went (or is going) well? And what challenges, if any, have you experienced?
2. What would you now advise the other mothers, about breastfeeding?
3. *Listen to the ideas and then share and demonstrate the 3 key practices of successful breastfeeding, if needed:*



1. **You can avoid pain in your breasts if you do not let the baby to bite the nipple** but make her open the mouth wide and grab the area **around the nipple**. This will also make the milk flow better!
2. **You can produce more milk if you breastfeed more!** If you breastfeed at least every 3 hours, your body will “understand” that there is a demand, and will produce more milk!
3. **Your baby will not get hungry too soon if you breastfeed him for longer.** This is because the first milk that is coming out of the breast is very watery, it is meant to satisfy the baby’s thirst. It is only after 5-10 minutes or so that the baby is starting to reach the fatty milk, which will actually satisfy his hunger. Empty one breast first before switching to the other.

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4. From six months we will start giving the baby some food, as milk is not enough anymore.

5. What are some **really good foods** to give to the babies? Why are they so good?

*Write down what the participants are saying, for example, with the chalk on the floor in the middle of the group or on the flipchart.*

6. And are there **foods that people say or you believe are not so good for the babies?** Which ones, and why are they not so good?

*Write down these ones as well, on the floor or on the flipchart. Watch for foods such as eggs or fish, that are actually good!*





7. Do you still remember what we learned last week?

What are the 3 main food groups? (GO, GLOW and

GROW foods) And which food group is best at preventing anemia? (GROW foods)

8. Great! **Babies and children also need to eat these 3 food groups every day, starting right from 6 months!**

9. Now, let us look carefully at the two lists of “good” and “bad” baby foods we made earlier.

- Which of these are GO foods, because they give the babies energy? Let us draw **circle around** them.
- And which are GLOW foods, because protect children from diseases? Let us put a **healthy heart** next to them. 
- And which are GROW foods, that help babies grow and become smart? Let us put a **star** next to them. 

10. What do you see now? Are there any foods on the “bad” list that maybe we should move to the “good” list? *(Look for eggs, fish, any veggies and fruits)*

11. Has anyone here tried to give these foods we are moving (like eggs or fish) to the babies? Can you tell us what happened? (If no one gave these foods to their babies, talk about your own example or about someone you know.)

Summarize: The babies can eat **most of the same foods as adults**, and can start eating them **straight at six months**. Eggs and all types of fish, also livers, groundnuts and pumpkin seeds should be given to the babies from 6 months, because they make our children grow well and become smart.

12. Let me tell you a story of **Christine and Purity**, the two 6-month-old girls who lived next door to each other.

**Christine's parents had chickens and were producing eggs to sell. But they always left one egg aside each day for Christine to eat. Purity's parents, seeing that the neighbours' egg business was doing well, also invested in some chickens, but they sold all of their eggs, every day. When both girls turned one year, everybody could see how different the girls were. Christine was active, curious and talked quite a bit. She was also taller than Purity, even though their parents were the same height. Everyone admired how well Christine was growing. Purity was not as tall and active, and did not talk as much. Purity's mom went to talk to Christine's mom.**

13. What do you think the two mothers talked about? Who would like to show us? (*Invite two volunteers.*)

14. Great! Christine's mom said that gave her daughter an egg every day since she turned six months. And we can see Christine growing tall, active and talking well. So her mom recommended Purity's mom to set an egg aside for Purity as well!



15. Let us finish with some more good practices. Let us all stand up. If you already did or are doing what I am going to say, please raise your hands and snap your fingers:

- 1) With small babies, we introduce **one new food at a time**, for the baby to get used to it.
- 2) We start at 6 months by giving babies 3-4 table spoons of porridge **twice a day**.
- 3) At 9 months, we start giving food **three times a day**. We also start giving them a snack.
- 4) At 9 months, we start **cutting up the food in pieces instead of pureeing it**, so that babies get to practice chewing.
- 5) We let the child eat first, and only **offer the breast milk afterwards**.

6) **By 12 months, we give the baby 3 meals and 2 snacks.**

7) **We talk to the baby, praise her for eating well, and play simple games**, to encourage him or her eat!



8) We never **force the food into the child's mouth** or **hit her for spilling** the food.

9) We **keep food clean** and practise good hygiene when preparing foods and feeding a child. This prevents illness such as diarrhoea.

16. **Let us open our mother & child health handbooks. Do you know on which page you can find suggestions for feeding your child? (Yes, on page 41!)**

17. **Please find your child's age on this page, and read through the suggestions. Which of these do you already do? And what you might want to start doing, after today? Wonderful!**

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18. Now, close your eyes. You have learned a lot today. Imagine 2 things you will do differently, when you feed your child tomorrow or maybe next week:

- **What new foods might you add** to your child's daily meals, to make sure she eats all three food groups each day?
- Will you maybe **prepare some of the foods differently?** If so, how?
- Will you perhaps **interact with the child differently,** during meal time?

19. *After 5 minutes, ask:* Who would like to share?

*Listen to those who want to share, and summarize their plans. Praise the participants and encourage them to try what they planned.*



#### **BEFORE GOING HOME (10 MIN)**

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1. **Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!**
2. What is something new that you learned today? (Invite 3 to 5 participants to share)
3. Try to improve your child's meals just like you imagined, in the next week!

## 6<sup>th</sup> MEETING – HEALTHY SNACKS FOR OUR CHILDREN

### YOU WILL NEED:

- A plastic bottle from a local soft drink (can be empty but should have a sticker).



### GREETINGS AND A GAME (15 MIN)

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1. Greetings, everyone! Please sit comfortably with your children. Has anyone tried to feed your child differently, in the past week? Who would like to share?
2. Today we will learn a new game you can do with your child. The game is called **MAKE ME A DRAWING!**
3. Make simple drawings on the ground and show to the child (for example, a face, a fish, a car). Tell to the child: “Here is grandpa! And here is the car!”

4. If the child already sits by herself, give her a stick and encourage her to draw with you. Praise the child: “Very good! Is this a bird?”

Note: For the child younger than 6 months, you can make drawings on his tummy and tell him what you are drawing.



5. What do you think the child is learning in this game? (*The child is learning to understand and to make drawings; this will later help him when he will start learning how to read and write*)
6. Very good – please continue this game at home! Let us now ask the volunteer to help us with our children, so that we can do our session.



### NEWS AND PROBLEM-SOLVING (20 min)

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1. Just like last time, I would like to invite some volunteers to share today:
  - One thing that made you happy, in the last week or so



- One thing that made you sad or worried, in the last week or so.
2. *Do not pressure the participants to talk. If they are shy, be the first one to share.*
  3. *As they talk, listen carefully. Give them your full attention. Thank them for sharing.*
  4. *Repeat what made several participants happy.*
  5. *Select one situation what made several mothers sad or worried. Say: It seems that for many of you... (describe the problem the participants referred to).*
  6. *Ask: Did anyone else in the group experience a similar problem? Would you like to share what you did, in this situation? What helped you?*
  7. *Let several participants share, and then summarize main ideas. If you have a relevant experience, feel free to share as well, but do not focus on it.*
  8. *Ask the participants if they would like to try some of the ideas they just heard. Encourage them.*



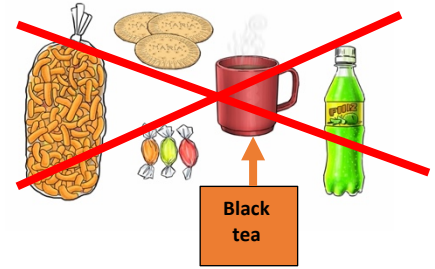
## HEALTHY SNACKS FOR OUR CHILDREN (45 MIN)

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1. Do you like to eat snacks? What are your favorite snacks? And what are your children's favorite snacks?
2. Why should babies not only have breakfast, lunch and dinner, but also should have snacks?
3. Yes, you are right! Because babies have small stomachs, we should **feed babies frequently**, giving them 3 meals and 1-2 snacks by 9 months.
4. Let us listen to the story of little Mike and his uncle:

**Whenever the uncle comes back from a trip, he always brings a sweet drink for his 2 year old nephew, little Mike. Mike's mother does not want to offend the uncle but she notices that Mike does not want to eat his dinner after having a soft drink. She also knows that sweet drink has too much sugar and is not good for 2 year old. What can she do?**

5. Brainstorm ideas. If needed, you can add something along these lines: **The mother can thank the uncle very much and share that the nurse recommended not to give little Mike sweet drinks but to give fresh fruit instead. Can the uncle bring a nice fruit next time, perhaps?**



6. Show the plastic bottle from a soft drink and ask: What do you think – how many teaspoons of sugar are in this drink? Ask the participants to guess. Then add 8.5 teaspoons (or bottle caps) of sand to the bottle, as the participants count.

Explain that this is A LOT OF SUGAR for the child. So much sugar:

- Can destroy the child's teeth
- Can destroy the child's appetite
- Can use up the family's money (the family can buy 2 to 3 eggs for the same price).

7. Summarize:

Snacks that are too sweet, too oily, too fried or too salty are not good for children!  
Black tea is also not good, as it blocks good nutrients from coming into the child's body.

8. Let us play a guessing game, to learn what are good and bad snacks:

- 1) It starts with B and ends with A, is yellow and looks like a new moon. (BANANA). Good or bad snack? (Good)
- 2) It is fried and crunchy, salty and oily. (CHIPS) Good or bad? (Bad!)
- 3) It is crunchy and brown, and glued together with cream. (BISCUITS) Good or bad? (Bad!)
- 4) It is red inside and green on the outside, is heavy and looks a bit like a football. (WATERMELON) Good or bad? (Good!)
- 5) It looks like a green porridge but you don't need to cook it. Just peel and mash with banana! Starts with A and ends with O! (AVOCADO) Good or bad? (Good!)
- 6) You mix it with water and drink it on a hot day! Very sweet and has bright colors! (PROCESSED JUICE) Good or bad? (Bad!)

9. Let us divide into small groups. Each group should come up with as many good snacks as possible. You have 1 minute!
10. Time the groups and count the number of snacks. Then group that has most snacks wins... as long as all their snacks are healthy! (*Check together.*)



## BEFORE GOING HOME (10 MIN)

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1. Let us ask the playgroup volunteer to show us one game that children enjoyed most today. Thank you!
2. What is something new that you learned today? (Invite 3 participants to share)
3. Close your eyes just for a minute, and imagine giving your baby a new healthy snack, at home.
4. Try to give your baby a healthy snack, in the next week or so, and then come and share how it went!

For our last meeting next time, everyone is invited to bring some treats to celebrate the end of the program!



Invite the partners and significant others, to join in the last meeting!

## LAST MEETING – REFLECT AND CELEBRATE





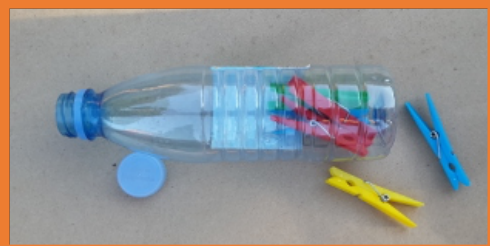

1. Please sit comfortably with your children. Have some of you taken time to try a new snack with your child? Would you like to share?
2. Can everyone take a few minutes to share one thing that has been most helpful you, in this program? Think about both module 1 and module 2!
3. And what did your child enjoy most, in the program?
4. What are your plans, after finishing this program? Have you thought of sharing things that you learned, with someone else?
  - *Encourage some of the participants to consider starting their own support groups /programs, to help other parents!*
5. *Celebrate with some treats and possibly some music and dancing!*



# ANNEXES

# ANNEX 1. PLAY MATERIALS FOR THE PLAYGROUP & FOR HOME

*All the toy parts should be big enough, so that they cannot be swallowed or stuck into the nose or the ear. Toys should also be safe (without sharp edges).*

AGE	PLAY MATERIAL	
<p>Birth to 6 months</p>	<p><b>"MOVING TOYS"</b></p>    	<p><b>SOME IDEAS ON HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>• Hang the toy above the place where the child is lying or sitting</li> <li>• Around 4-5 months, encourage the child to try to grab the toy, pass it from one hand to the other, pull on the string, etc.</li> <li>• Around 2 years, you can show how to remove the rings or pegs from the string, and how to put them back on.</li> <li>• When the child begins to lose interest, put new things onto the strings.</li> </ul>
	<p><b>SHAKERS</b></p>  	<p><b>SOME IDEAS ON HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>• Let the child listen to different sounds the shaker makes. Dance &amp; sing.</li> <li>• Turn the shaker slowly, so that the child can see the pieces fall.</li> <li>• Move the shaker from the child and encourage him to reach it.</li> <li>• From 1 year onwards, show the child how to take the cloth pegs out of the bottle and how to put them back in.</li> <li>• From 2 years onwards, teach the child colors and count the pegs.</li> </ul>

6 months  
and older

### BASKET OR BOX WITH INTERESTING THINGS



### SOME IDEAS ON HOW TO PLAY

- Show the child how take out and put the things back into the basket.
- Ask the child to give you something. Thank the child.
- From 1 year onwards, you can give the child an egg box and show how to pick up and put small things into egg containers.
- From 2 years onwards, you can ask the child to only put specific things in the container. For example: "Only put the blue bottle caps..."

### "DRUM"



### SOME IDEAS ON HOW TO PLAY

- Let the child bang on a container, a plate or a box
- Show how to bang fast and slow and let the child copy you
- Sing, dance or clap hands when the child is playing the "drum"

### BALL



### SOME IDEAS ON HOW TO PLAY

- Sit on the floor and roll the ball to each other. If the child can do it, then try to throw or kick the ball to each other.
- Throw the ball into the hole or the bucket. **Or put some bottles or corn knobs up, and let the child try to knock them down.**
- When playing, talk with the child

12  
months  
& older

### SAND AND WATER PLAY



### SOME IDEAS ON HOW TO PLAY

- Have a sandy area or fill an old tire with some sand. Put it in the shade.  
If possible, pour some water in a bucket
- Make the sand a bit wet, for children to shape and mold it.
- Give the children several different containers to fill with sand and /or water and pour.
- The containers can be:
  - empty bottles
  - bottles with the bottom half cut off so it takes the shape of a funnel
  - cans with some holes on the bottom
  - old spoons, cups etc.
- There must be at least 3 different containers for the child to hold and pour sand or water.

12  
months  
& older

### CARS, TRUCKS & BUSES



### SOME IDEAS ON HOW TO PLAY

- You can tie a piece of rope to an object like a small block or box and let your child push or pull the box along with her. This is a great way to use imagination!
- Make a car or a truck that needs to be pulled by a rope, or pushed with a stick or by hand
- The best cars are those that have openings to put things in and take out!
- Ask the child to take some things to sell on the market, or to bring some children home on a matatu. They can use bottle caps or other small things to transport.
- As the child is playing, ask: Where is this matatu /truck going? What is it carrying?



### DOLLS & THINGS FOR PRETEND PLAY

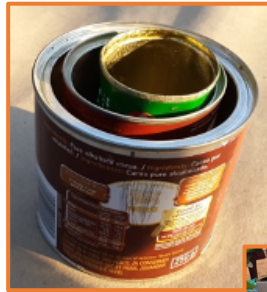


### SOME IDEAS ON HOW TO PLAY

- Make a simple doll for the child; collect some things the child can use to feed the doll, carry the doll and put the doll to bed.
- Let the child interact with the doll: ask to give the doll to eat, hug the doll, put her to sleep, give her a bath, take her for a walk. Do some actions together.
- Ask the child about the name of the doll, how old the doll is, what she likes to eat, where she lives, whether her hair is long or short, what clothes she has on today, where are her parents, etc.
- Ask if the doll is happy or sad, and why.

2 years and older

### BUILDING & STACKING TOYS



### SOME IDEAS ON HOW TO PLAY

- Let the child stack up the containers or blocks, and let him /her knock down the tower
- Count the containers or blocks together
- Show the child how to insert cups or containers one inside the other. Let the child try; praise him.
- Hide something under one of the containers. Ask the child to find it.
- Ask the child, as he or she is working:
  - ✓ *What are you building?*
  - ✓ *Who will live in this house?*
  - ✓ *Give me a small cup, now give me a big cup...*

2 years  
and older

### MATCHING COLORFUL CLOTHS



### SOME IDEAS ON HOW TO PLAY

- Prepare some pieces of cloth, by cutting two or more pieces of different sizes from the same cloth
- Let your child match all the pieces of the same colour.
- Then the child can match pieces that are the same size – small pieces and large pieces.
- You can make this more challenging if you cut the cloth into shapes such as circles, triangles, and squares. Try big and small circles, big and small triangles, big and small triangles.

### MATCHING SHAPES



### SOME IDEAS ON HOW TO PLAY

- Cut shapes into a board or paper, or simply draw the shapes: circle, square, triangle.
- Give the child shapes that are the right size and shape to fit into one of the drawn shapes
- Name the shapes as the child is working, or ask to point to some shapes.

## PICTURES, BOOKS & PUZZLES



## SOME IDEAS ON HOW TO PLAY

- Find some things at home that have colorful pictures. Put the pictures together.
- You can also make or draw simple books.
- Show the picture to the child and ask: What is this? /Who is this? What is it doing? Is it big or small? What color is it?
- Make a story about a child or an animal in the drawing. Next time ask the child to help you tell a story.
- For the child older than 3, you can cut the picture in 2 or more pieces and ask the child to join the pieces.

2 years & older

## BOTTLE CAPS



## SOME IDEAS ON HOW TO PLAY

- Give your child some bottle caps. See what your child makes with them, and respond to their actions.
- See if the child can stack the bottle caps to make a tower. How tall can your tower be?
- Help the child count the caps, or to sort them by color or by size.

3 years &  
older

### STICKS AND BOTTLE CAPS OR SHELLS



### SOME IDEAS ON HOW TO PLAY

- Your child can make different shapes with sticks such as triangles and squares.
- When this is easy, you can make patterns with sticks and bottle caps and let your child copy you.
- Then let your child make a pattern and you copy what he or she made.

### WHAT AM I HIDING?



### SOME IDEAS ON HOW TO PLAY

- You lay four or five different objects on the ground between you and the child.
- Then tell the child to close their eyes or put their hands over their eyes. Take one of those objects and hold it behind your back.
- Tell your child to open their eyes and guess what you are hiding.
- Then let the child to hide an object and you guess.
- Continue playing taking turns who is hiding the object and who is guessing what it is.
- Maybe you can lay out 10 objects if you child has a good memory.
- You can also ask the child to touch something with closed eyes. Can they guess what it is?

3 years &  
older

### THINGS TO DRAW OR TO MOLD WITH



### SOME IDEAS ON HOW TO PLAY

- Give the child a piece of chalk or coal, or even a stick. **If you can, buy a pack of crayons and collect some recycled paper from the offices.**
- **See what the child will draw. Encourage them.**
- Make simple drawings and tell the child what you drew.
- Guess each other's drawings before they are finished!
- If you have clay in the community, mold some clay figures with the children, and then play with them.

**NOTE: FOR THE PLAYBOX FOR 10 CHILDREN, WORK WITH PARENTS TO PREPARE 1-2 PLAY ITEMS OF EACH TYPE.**

## ANNEX 2. A PLAYGROUP

**While the mothers are busy with the session, the volunteer can help with the children. The volunteer can do the following:**

- 1) Sing songs, clap and dance with the children
- 2) Help the children play with the toys in the playbox
- 3) Look at the pictures and name things, do puzzles together, count and sort small objects or make patterns
- 4) Take children outside to look at things and to play in the sand & water, or with clay (bring some containers to fill and empty).
- 5) Optional: Have a small snack (after washing hands)

Help the children play together, by showing them how to roll the ball or the car to each other, by “cooking” or “feeding” each other, and by copying each other. Use words to teach children: We don’t hit; we share; we play with our friends...

**Note: The youngest, breastfeeding babies that still do not sit by themselves (0-6 months), can stay with the mothers during the session.**

### ANNEX 3. EXAMPLE OF AN INVITATION TO SIGNIFICANT OTHER

 Dear \_\_\_\_\_,

As a \_\_\_\_\_ in the family, you are very important. Your support to the young mother and the children in your family is so valuable!

Please join us for the next 3 sessions about maternal well-being and co-parenting that will happen at \_\_\_\_\_ at the this location: \_\_\_\_\_.

HOPE SEE YOU! 

 Dear \_\_\_\_\_,

As a \_\_\_\_\_ in the family, you are very important. Your support to the young mother and the children in your family is so valuable!

Please join us for the next 3 sessions about child play and feeding, that will happen \_\_\_\_\_ at the this location: \_\_\_\_\_.

HOPE SEE YOU! 