

# THRIVE BY FIVE

## TRAINER'S GUIDE FOR TRAINING OF VOLUNTEERS OF COMMUNITY-BASED ORGANIZATIONS



MINISTRY OF HEALTH



**PATH**  
10::▲O◆//2□O

## **Acknowledgements**

The Thrive by Five programme was developed by the Minderoo Foundation and underwent its first round of adaptation in Kenya with the support of Shining Hope for Communities (SHOFCO) and the Kenya Ministry of Health, amongst other partners. The PATH team has further adapted the Thrive by Five (TB5) cards to the local context and has developed this Trainer's Guide, the CBO Volunteer Handbook, and the TB5 Parenting Manual to guide the implementation of the TB5 programme for community events, parenting groups, and home visits.

## **Objectives**

This is a Trainer's Guide for a 5-day training of community-based organisations willing to promote nurturing care practices in their communities with the support of tools such as Thrive by Five cards.

### **By the end of this training, community-based organisation (CBO) volunteers will be able to:**

- 📖 Explain nurturing care for early childhood development and the Thrive by Five (TB5) programme.
- 📖 Carry out sensitization meetings on nurturing care in communities using TB5 cards.
- 📖 Enrol vulnerable families into caregiving circles and build their nurturing care skills through the parenting programme and home visits.
- 📖 Support the development of kitchen gardens and animal coops for families.


**Materials to be prepared for the training:**


1. Sign-in sheet with provision of consent for photos and videos.
2. Colour paper and markers for name tags for each table.
3. Training agenda for each table and one for the trainers.
4. Pretest and posttest for each CBO volunteer (plus one for the trainers).
5. Notebooks and pens for each participant.
6. Twenty-five (25) A3 or A4 papers, plus flip charts, sticky tape, coloured permanent markers, video projector, and all needed equipment.
7. Downloaded or readily available video for Day 1: <https://globalhealthmedia.org/video/universal-baby-cues-english/>.
8. TB5 cards (one kit for each team of two volunteers plus one kit for the trainers).
9. TB5 Parenting Manual (one for each team of two volunteers, plus one for the trainers).
10. Parenting program pretest and posttest (one for each participant, plus one for the trainers).
11. A Nurturing Care poster for each team of two volunteers, plus two for this training (to hang on opposite walls).
12. Ministry of Health (MOH) 216—the Mother & Child Health Handbook—for each team of two volunteers, plus one for the trainers.
13. CBO Volunteer Handbook with all the checklists and forms for each volunteer, plus one for the trainers.
14. Sample leaderboard, colourful stickers (three colours), and a ‘bonus basket’ (one sample kit).
15. Samples of every prize (toothpaste, toothbrush, soap, crayons, and sample children’s books for younger and older children).
16. Annex 1 (one copy for each pair of volunteers).
17. Photos (colour, A4) of different container gardens.


**Note that after the training, copies of the following materials should also be provided in sufficient quantities:**


1. Caregiver enrolment form (for caregiving circles).
2. Copies of the parenting program pretest and posttest.
3. Copies of sensitization meeting reports, home visit reports, and monthly volunteer team reports.

## DAY 1

Time	Topic	Steps	Materials
8:15– 9:15	Opening and climate setting  	<ol style="list-style-type: none"> <li>1. As people arrive, greet them and ask them to register and fill out their name tag.</li> <li>2. Open the training.</li> <li>3. Ask each participant to introduce themselves and to share what activities they have been doing as a part of a community-based organisation (CBO) in their community.</li> <li>4. Summarise the responses and provide praise for the volunteers for their many contributions to the community. Explain that this training will provide them with additional ways to support families with children under 5 years of age.</li> <li>5. Distribute the pretest and allow 15 minutes to complete it. Inform participants that you are available to answer any questions.</li> <li>6. After the pretest, quickly introduce the tools on the table (Mother &amp; Child Health Handbook, Thrive by Five (TB5) cards, Parenting Manual, CBO Volunteer Handbook) and explain that during the training they will learn how to use each of these.</li> </ol>	<p>Colour paper and marker pens</p> <p>Name tags and holders</p> <p>Copies of tools for everyone</p>
9:15– 10:30	Understanding the Nurturing Care Framework for Early Childhood Development (NCfECD)	<ol style="list-style-type: none"> <li>1. Show the Nurturing Care (NC) poster to all participants. Ask them: <ul style="list-style-type: none"> <li>• <i>What do you see?</i></li> <li>• <i>Have you seen this before?</i></li> <li>• <i>What can this poster mean?</i></li> </ul> </li> <li>2. Then add, based on the need: <ul style="list-style-type: none"> <li>• <i>Nurturing care refers to a good environment where a child can grow and develop well.</i></li> <li>• <i>There are five conditions a child needs to thrive in life. These are: 1) good health, 2) adequate nutrition, 3) security and safety, 4) opportunities for early learning, and 5) responsive caregiving.</i></li> <li>• <i>When family members provide children with nurturing care, children are more likely to develop their full potential and become competent, productive, and happy adults.</i></li> <li>• <i>CBOs, health providers, early childhood development (ECD) centres, and local</i></li> </ul> </li> </ol>	Nurturing Care poster

		<p><i>government and leaders have a task to support families so they can provide nurturing care to children in their communities.</i></p> <ol style="list-style-type: none"> <li>3. Divide the participants in five groups, then let them draw the five domains of nurturing care. Groups should list what a family needs to do to provide each of these for their children. They should write at least three actions under each domain. Allow 15 minutes to complete.</li> <li>4. Invite the first group to share what each family needs to do to provide children with good health. Other groups should listen and then add their own ideas. Continue with the next domain (adequate nutrition, etc.).</li> <li>5. After groups share their ideas on each domain, reinforce or add to the groups' answers as needed: <ul style="list-style-type: none"> <li>• Under <b>good health</b>, reinforce the need to take the child to all prescribed child welfare clinic visits.</li> <li>• Under <b>adequate nutrition</b>, reinforce the need for foods that help the child grow and make her smart (eggs, omena, groundnuts, milk, etc.)</li> <li>• Under <b>security and safety</b>, reinforce the need to protect the child from abuse.</li> <li>• Under <b>responsive caregiving</b>, reinforce the need for caregivers to watch the child closely, learn his/her signals and cues, and respond to them appropriately. (Ask for examples of signals a child might give).</li> <li>• Under <b>opportunities for early learning</b>, reinforce daily play and conversations between parents and children at home, playbox sessions in the health centre waiting rooms, and programmes in ECD centres and on the TV/radio.</li> </ul> </li> <li>6. Inform participants that we will spend a few more minutes on <b>early learning</b> and <b>responsive caregiving</b>, since these may be new concepts.</li> </ol> <p>Assemble participants to stand in a large circle. Say that you will share a few statements about <b>early learning</b>. If they agree, the participants should hop in the circle; if they disagree, they should hop out. Then call on one person at a time to explain why they</p>	
--	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>hopped in or out.</p> <ul style="list-style-type: none"> <li>• <i>Early learning means preschool. Children do not really learn before they go to preschool. (Answer: Hop out, this is not correct!)</i></li> <li>• <i>Early learning begins in pregnancy, as the child can hear our voice and feel our touches. (Answer: Hop in, this is correct!)</i></li> <li>• <i>Before children learn to speak, they are not yet learning anything. (Answer: Hop out, this is incorrect!)</i></li> <li>• <i>When you talk to a newborn, you are helping them learn. (Answer: Hop in, this is correct!)</i></li> <li>• <i>Telling stories to my children is how I promote their early learning. (Answer: Hop in, this is correct!)</i></li> </ul> <p>Finally, ask everyone to share one early learning activity they did with a child under 5 years of age in their family in the last week. Show appreciation for all the activities and reinforce that early learning is what happens when we play and talk with young children daily, as opposed to when they are in an ECD centre or only on the weekend when we have more time.</p>	
<b>10:30– 10:45</b>	<b>TEA BREAK</b>		
<b>10:45– 11:45</b>	<p>Understanding NCFECD (cont.)</p> 	<ol style="list-style-type: none"> <li>1. Say: ‘Now, let’s try to get a better sense of what <b>responsive caregiving</b> is. Let’s make two lines and face each other. Each pair should make a ball out of crumpled sheet of paper’.</li> <li>2. Continue: ‘Now that everyone has a ball, let’s try these scenarios. In the first scenario, one person will throw a ball at the partner, but the partner will just ignore it. You can try to throw several times, but there will be no response from the partner’.</li> <li>3. Continue with: ‘Now, in the second scenario, throw the ball at the partner and let the partner catch it’. The partner should acknowledge and thank for the ball then throw it back. Try it a few times.</li> </ol>	<b>Video</b>

		<p>Now repeat the two scenarios but change roles.</p> <ol style="list-style-type: none"> <li>4. Discuss with participants: How did you feel in the first scenario, when you tried to throw the ball, but the partner kept ignoring you? Did you want to continue throwing? And how did you feel in the second scenario, when the partner responded and acknowledged you, and returned the ball?</li> <li>5. Explain to them that this game shows how responsive caregiving works. When we ignore our child's signals, they can feel discouraged or simply stop trying. Imagine the child that keeps pointing at things around them as you go to the market, but you ignore this. Soon the child might stop pointing and being curious. But if you notice what interests your child and respond by talking about it or letting him touch it, you will be 'lighting up his brain' and helping him learn.</li> <li>6. Inform: 'Let's watch a video together that shows how some caregivers notice and respond to their children's signals'. (<a href="https://globalhealthmedia.org/video/universal-baby-cues-english/">https://globalhealthmedia.org/video/universal-baby-cues-english/</a>)</li> <li>7. Ask: 'Please share what you found new or surprising, in the video. Can you think how their own children (or grandchildren) recently signalled to them something? And how did they respond?'</li> <li>8. Conclude that responsive caregiving is important not only for our children to eat well or to be healthy but also to learn. We need to notice when children are curious or interested about something and respond positively to their interest and their attempts to talk or to do new things.</li> <li>9. Ask the participants: 'What is early childhood development? What exactly are children developing?' Brainstorm different things children are learning and developing, in the first years.</li> </ol>	
--	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--






10. Write the responses down, and show how they fall under different areas, such as physical or cognitive development, etc. Reinforce if needed, using the table below:

Developmental Area	What it means
Language development	Children learn to understand others and to communicate and express needs and ideas.
Cognitive development	Children develop their thinking, problem-solving, and creativity. They also develop memory, attention, and capacity to plan.
Social-emotional development	Children learn to build relationships, confidence, and emotional security. They learn to understand how they and others feel. They learn to take turns and to follow the rules. They also learn to persist in tasks and deal with challenges.
Physical development	Children develop their gross motor skills (sitting, walking, running) and their fine motor skills (finger movements for manual jobs, writing, etc.).


11. Demonstrate some children’s play activities. Ask the participants to guess each time what these play activities develop in a child:


- *Pretend to play with sand with a child, filling and emptying a bucket, or building a house.  
(Cognitive development—planning: How do I make a house; physical development using my fingers and arms, coordinating eye and hand movements)*
- *Look at pictures in a book and talk about them with a child.  
(Language, thinking, attention, memory, sharing positive feelings with a caregiver)*
- *Pretend to hold a baby and copy the sounds that baby makes.*

		<p><i>(Language; relationship building; waiting for your turn).</i></p> <p>12. Ask participants: ‘When do children develop fastest?’ Give three options and let the teams vote: 0–3 years of age; 3–6 years (preschool years) of age; early primary years.</p> <p>13. After voting, confirm the correct answer (0–3 years). Explain that this period is the most critical for brain development, as this is when most connections in the brain are made. However, the next 2–3 years before starting school are also very important for learning. Everything the child will be learning in school will build on what they learned in the first five years of their life.</p>	
11:45–12:30	<p>Introduction to Thrive by Five</p> 	<p>1. Ask the participants:</p> <ul style="list-style-type: none"> <li>• <i>Have you heard this name before: ‘Thrive by Five’? How would you say it in local languages?</i></li> <li>• <i>What do you think it means?</i></li> <li>• <i>Why do we want our children to thrive by 5 (and not by 10 or by 18 years old?)</i></li> </ul> <p>2. Listen, provide praise for responses, and then add as needed:</p> <ul style="list-style-type: none"> <li>• <i>Thrive by Five (TB5) is an initiative designed to support early childhood development by promoting talk, play, connection, and a safe and healthy home environment. It provides simple, practical activities for caregivers to provide nurturing care and help children thrive.</i></li> </ul> <p>3. Show the kit of TB5 cards and explain that the Thrive by Five cards are a tool designed to help caregivers understand and practise simple, everyday nurturing care activities that support early childhood development.</p> <p>These activities promote talk, play, responsive care, good nutrition, and a safe and healthy home environment.</p> <p>4. Divide participants into six groups, each receiving two TB5 cards. Give each group cards from two different domains, but make sure each group has one card from one of the six domains (Talk, Play, etc.). Select Discussion and Activity cards,</p>	TB5 cards and the Nurturing Care poster


		<p>not bonus cards.</p> <ol style="list-style-type: none"> <li>5. Let the participants read through their cards and notice what a typical card contains. Help them discover that some are Activity cards (which begin with an activity) and others are Discussion cards (which begin with a question).</li> <li>6. Place the Nurturing Care poster in the middle of the room. Call on the groups one by one. Call on the group with the card on health, then nutrition, etc., until all six types of cards have been called.</li> <li>7. Each group should quickly: <ul style="list-style-type: none"> <li>• <i>Demonstrate (or, if impossible) explain the activity that is on the card.</i></li> <li>• <i>Explain why it is important.</i></li> <li>• <i>Then place it in the right location on the Nurturing Care poster.</i></li> </ul> </li> </ol> <p>Note that Talk and Play cards belong in Early Learning, on the poster.</p> <p> <i>Facilitator’s Key Message: ‘Every small interaction—talking, playing, feeding, or hugging—helps build a child’s brain!’</i></p>	
12:30–13:00	<p>Introduction to Mother &amp; Child Health (MCH) Handbook</p> 	<ol style="list-style-type: none"> <li>1. Ask participants, ‘What is the tool that each family receives at the clinic?’ (Answer: MCH Handbook)</li> <li>2. Brainstorm in large group: <ul style="list-style-type: none"> <li>• <i>What is the purpose of the MCH Handbook?</i></li> <li>• <i>What useful information can parents find there?</i></li> </ul> </li> <li>3. Divide into six groups and give several copies of the MCH Handbook to each group. Ask them to investigate for 15 minutes and take notes as follows: <ul style="list-style-type: none"> <li>• <i>Groups 1 and 2:</i> <ul style="list-style-type: none"> <li>• <i>a) What information for parents is in the MCH Handbook on pages 18 and 41?</i></li> </ul> </li> </ul> </li> </ol>	MCH Handbook

		<ul style="list-style-type: none"> <li>• <i>b) What is something new for you on these two pages?</i></li> <li>• <i>Groups 3 and 4:</i> <ul style="list-style-type: none"> <li>• <i>a) What information for parents is in the MCH Handbook on pages 25 and 42?</i></li> <li>• <i>b) What is something new for you on these two pages?</i></li> </ul> </li> <li>• <i>Groups 5 and 6:</i> <ul style="list-style-type: none"> <li>• <i>a) What information for parents is in MCH Handbook on pages 43–44?</i></li> <li>• <i>b) What is something new for you on these two pages?</i></li> </ul> </li> </ul> <p>4. Start before lunch and continue after: Invite the first group from each pair to share what they found and learned, followed by the other group with the same page to add to the discussion. Review all pages in this way.</p> <p>5. Explain that we should always advise families to refer to the MCH Handbook and use the information at home. TB5 cards support what is in the Handbook.</p>	
<b>13:00– 14:00</b>	<b>LUNCH BREAK</b> <b>Facilitators: Write the questions for the next session on the flip chart or project them on the screen.</b>		

<p>14:00– 15:00</p>	<p>How the project will function</p> 	<ol style="list-style-type: none"> <li>1. Do a quick and fun physical exercise to mobilise everyone after lunch.</li> <li>2. Complete group presentations on the MCH Handbook (30 min).</li> <li>3. Explain that we will now discuss what the CBOs will be doing in this particular project on Thrive by Five. Share the following questions on the flip chart or screen: <ul style="list-style-type: none"> <li>• What is the overall goal of this project?</li> <li>• What key activities will you undertake in this programme?</li> <li>• How will you organize these activities?</li> <li>• Who are the other actors you will need to involve?</li> <li>• What tools will you use?</li> </ul> </li> <li>4. Ask the participants to work in pairs to find the answers to these questions in the Volunteer Handbook.</li> <li>5. Invite volunteers to share their answers and any gaps in the information provided.</li> <li>6. Discuss if anything is unclear or if there are any doubts about how the Thrive by Five project will work. Ask for suggestions on what could make the project work better.</li> </ol>	<p>CBO Volunteer Handbook</p>
<p>15:00– 16:00</p>	<p>Sensitization for nurturing care for ECD</p> <p>Note: Tea break can be joined with walking and reading through the messages.</p>	<ol style="list-style-type: none"> <li>1. Do another short physical activity to mobilise everyone 😊</li> <li>2. Introduce the topic. Then, brainstorm in a large group: <ul style="list-style-type: none"> <li>• <i>Why is it not enough to do parenting groups and home visits?</i></li> <li>• <i>Why do we want to talk to the whole community, for them to know about nurturing care?</i></li> </ul> </li> <li>3. Listen and praise for responses, then add: <ul style="list-style-type: none"> <li>• <i>If the whole community promotes nurturing care, it will make families' work easier.</i></li> </ul> <p>Community sensitization meetings will:</p> <ul style="list-style-type: none"> <li>✓ Increase awareness of the importance of the early years for child development.</li> <li>✓ Engage key community influencers (chiefs, religious leaders, elders, health</li> </ul> </li> </ol>	<p>Sticky tape or putty paste, 15-20 papers (A3 or A4) and colour markers</p>

		<p>workers, and the political class) to support families.</p> <ul style="list-style-type: none"> <li>✓ Help correct harmful myths and practices, for example, about child nutrition, discipline, and other important issues.</li> <li>✓ Encourage more fathers and male caregivers to be involved in childcare.</li> <li>✓ Create a culture of shared responsibility in raising children.</li> </ul> <p><i>📌 Facilitator’s Key Message: ‘Strong communities create thriving children!’</i></p> <ol style="list-style-type: none"> <li>4. Put the participants in small groups and ask them to brainstorm and come up with three key messages about nurturing care that they would like to share with everyone in their community. <ul style="list-style-type: none"> <li>• <i>The messages should be short and focused on positive actions.</i></li> <li>• <i>They should also mention the benefits of these positive actions, if possible.</i></li> <li>• <i>Share two examples. For instance:</i>  ‘An egg a day helps your baby grow smart.’  ‘When dads play, children thrive!’</li> </ul> </li> <li>5. Let the groups write each message on a A3 or A4 paper.</li> <li>6. After 10 minutes, invite all groups to hang their messages along the wall with some distance between each message. Make sure that groups hang their different messages on separate walls, so as to create a mix.</li> <li>7. Invite everyone to walk around and read through all the messages. Then, they should walk again and put a tick mark under two messages they found most impactful. Only one of these can be their own group message.</li> <li>8. Count the ticks and identify the 3–4 most popular messages. Discuss what makes them strong and effective.</li> <li>9. Invite the participants to copy the best messages into their Volunteer Handbook and encourage them to continue coming up with new messages.</li> </ol>	
--	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>16:00– 16:15</p>	<p>Sensitization Activities in the Community</p>	<ol style="list-style-type: none"> <li>1. Explain that CBO volunteers should use existing community meetings and events to advocate for nurturing care during ECD, rather than calling people to attend separate meetings.</li> <li>2. Ask about which events and meetings already happen in their community? And which of these can be used to share messages on nurturing care?</li> <li>3. Generate a list of relevant events and meetings with the participants. These may include: <ul style="list-style-type: none"> <li>• <i>Community barazas (public gatherings)</i></li> <li>• <i>Churches and Mosques</i></li> <li>• <i>Village savings and loan association (VSLA) meetings</i></li> <li>• <i>Community dialogue and action days</i></li> <li>• <i>Parent meetings at an ECD centre or preschool</i></li> <li>• <i>Commemorative days such as Day of the African Child or during Breastfeeding month</i></li> <li>• <i>Meetings with local leaders and traditional influencers (elders, cultural leaders)</i></li> </ul> </li> </ol>	
-------------------------	----------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>16:15– 17:00</p>	<p>Making sensitization meetings engaging</p> 	<ol style="list-style-type: none"> <li>1. Ask participants, ‘How do we keep people’s interest during meetings, and how do we keep them engaged, instead of falling asleep?’</li> <li>2. Let the participants brainstorm briefly and share their ideas.</li> <li>3. Listen carefully and praise the participants. In the end, share these four engagement strategies: <ol style="list-style-type: none"> <li>a) <i>Ask an interesting or even provocative question to grab attention.</i></li> <li>b) <i>Ask caregivers to share their experiences on the topic (‘In your family, how do you...?’)</i></li> <li>c) <i>Tell a story. For example, talk about two babies growing up in the same neighbourhood but who receive different care.</i></li> <li>d) <i>Mention a new fact that most people may not know. For example, babies can see and hear from birth. Or, the brain develops fastest in the first three years of life, etc.</i></li> </ol> </li> </ol> <p><b>Practice activity: Conducting an engaging session (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Divide the participants into four groups.</li> <li>2. Ask each group to prepare to lead an engaging discussion on the importance of talking to very young babies. Give each group one of the four strategies below to start the discussion: <ul style="list-style-type: none"> <li>• <i>Group 1: Come up with an interesting or provocative question.</i></li> <li>• <i>Group 2: Invite caregivers to share their experiences in a welcoming manner.</i></li> <li>• <i>Group 3: Be ready to tell a story that will make us think about why we should talk to babies.</i></li> <li>• <i>Group 4: Provide an interesting fact to start off the discussion.</i></li> </ul> </li> <li>3. After 10 minutes, ask each group to initiate a discussion by using the strategy they prepared. Each group has five minutes to role-play how they would initiate the discussion.</li> </ol>
-------------------------	---------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------






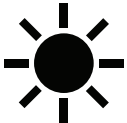
✓ Role-play:

- *The CHP introduces the CBO volunteer.*
- *Volunteer asks a question to engage the audience: ‘Some people say that certain foods, like eggs and fish, are not for children. What is your opinion?’*
- *Village elder responds: ‘We need eggs for hatching. We cannot waste them on little children’.*
- *Young mother responds: ‘Omena is not good for babies. They can only have it after two years of age’.*
- *Volunteer invites CHP to help respond to the comments. CHP says: ‘Both eggs and fish are foods that are very important for children’s brains. These foods make children smart and help them grow. Children can start eating them at 6-months-old’.*
- *Village elder: ‘But I need the eggs for making chickens! I need to eat too!’*
- *Volunteer: ‘You can put aside just one egg a day, or three eggs per week, for a child under 5 years of age in your family. A smart child is worth more than ten or even 20 chickens. That child will study, get a job, and take care of you when you are old and weak’.*

5. Debrief with the large group:

- *Could such a discussion happen in your community?*
- *Which of four strategies did the volunteer use to start the discussion?*
- *How did the volunteer handle the resistance?*
- *Who did the volunteer engage to help him? (Answer: the CHP)*
- *What would you do the same or differently?*

<p>9:00– 9:30</p>	<p>Thrive by Five cards: a review</p> 	<ol style="list-style-type: none"> <li>1. Ask the participants if they remember what the two types of TB5 cards are. Then quickly summarise: <ul style="list-style-type: none"> <li>• <b>Activity Cards</b> mostly contain short games, and consist of: <ul style="list-style-type: none"> <li>• <i>Title: Introduces the activity (e.g., ‘Talking to Babies’).</i></li> <li>• <i>Picture &amp; activity: Shows and describes the activity with a child.</i></li> <li>• <i>Why? (Rationale) on the other side: Explains why the activity is important for child development.</i></li> </ul> </li> <li>• <b>Discussion Cards</b> are mostly on topics of health, nutrition, and safety and security. <ul style="list-style-type: none"> <li>• <i>They begin with a discussion question and then have an activity to do in the group or as a home task.</i></li> </ul> </li> </ul> </li> <li>2. Ask each volunteer team to open their TB5 card pack. Give them the following tasks: <ul style="list-style-type: none"> <li>• <i>Organize your cards into six areas (Play, Talk, Responsive Care, Safety and Security, Nutrition, and Health). Note how colour codes help with this.</i></li> <li>• <i>In each area, find Discussion, Activity, and Bonus cards. Explain that Bonus cards will be used only in parenting meetings.</i></li> <li>• <i>Quickly pick and review one Discussion card and one Activity card from each area.</i></li> </ul> </li> <li>3. Explain that we will now learn how to do sensitization meetings, using Discussion and Activity cards.</li> </ol>	
-----------------------	-------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>9:30– 10:30</p>	<p>A sensitization meeting using an Activity card</p> 	<p>1. Simulate a typical sensitization meeting based on Activity card with the participants. Ask them to pay close attention to the steps you follow.</p> <div style="border: 1px solid black; background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p><b>Typical Session with Activity card:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the nurturing care areas with the support of a poster. Explain how all five areas (Health, Nutrition, Responsive Caregiving, Opportunities for Early Learning (talking and playing), Safety and Security) are needed for good child development.</li> <li>2. Invite a volunteer to pull one Activity card from a prepared set of three. (Prepare one card on Responsive Care, one on Play, and one on Talk.)</li> <li>3. Ask the volunteer to read the title and describe what they see on the picture.</li> <li>4. Ask if the volunteer would like to read aloud and demonstrate the activity on the card (e.g., a ball game) with a ‘child’ (a volunteer). If not, be ready to demonstrate. Then invite all the participants to try it in pairs or with a child (if they have a child). Have fun!</li> <li>5. Ask everyone: <ul style="list-style-type: none"> <li>• <i>Is this something you can see yourself doing with your own child or grandchild?</i></li> <li>• <i>Do you think this activity is good for the child? Why?</i></li> </ul> </li> <li>6. Listen attentively and praise the responses!</li> <li>7. Then invite another volunteer to read or share the ‘Why?’ part on the back of the card. Ask: Did you know this? What’s new to you?</li> <li>8. Encourage everyone to try this activity at least once at home during the coming week or teach a family you know.</li> </ol> </div> <p>2. Now ask the participants to list the steps they just saw. What did the facilitator do first, second, and so on. Note them on the flip chart. Discuss why each step is important.</p>	
------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<ol style="list-style-type: none"> <li>3. Divide the participants into 4–5 groups, give <b>2–3 Activity cards from Responsive Care</b> to each group. Then let them select a facilitator and a card and practise doing a session in their small group. Circle and support.</li> <li>4. After 10–15 minute, discuss what went well and what could be done better. Share what you saw as well.</li> </ol>	
<b>10:30–10:45</b>	<b>TEA BREAK</b>		
10:45–11:45	A sensitization meeting using a Discussion card	<ol style="list-style-type: none"> <li>1. Now, demonstrate a typical session with a Discussion card. Explain that you have selected the discussion topic and card in advance, based on the type of participants and setting.</li> <li>2. Note that for some meetings, especially on nutrition, it may be necessary for participants to bring their child’s MCH Handbook along. A volunteer should inform the meeting participants about this in advance</li> </ol>	




**Typical session with Discussion card:**

1. Introduce the nurturing care areas by using a poster. Explain how all five areas (Health, Nutrition, Responsive Caregiving, Opportunities for Early Learning (playing and talking), Safety and Security) are needed for child development.
2. Introduce the topic you would like to talk about and the card. (Do Nutrition card N2)
3. Ask the discussion question on the card to at least three participants.
4. Provide praise for their responses and summarize what you heard.
5. Based on the responses, consider sharing a few points from the card.
6. If there is group activity, invite everyone to try it together. In the end, ask what the participants learned.
7. If there is a 'home challenge', ask someone to read the activity to do at home and invite the other person to explain it in their own words.
8. Ask for a show of hands from those who accept a home challenge. Praise them and suggest asking a buddy in this group to check on them in a week!




3. Now ask the participants to list the steps they just saw. What did the facilitator do first, second... Note them on the flip chart. Discuss why each step is important.


Note: The questions on the cards are mostly questions about personal experiences, but some are questions to increase interest. You can also use other engagement strategies you have learned, if you feel that discussing the question on the cards is not bringing the results you want.


4. Divide the participants into 4–5 groups, give a **Discussion card on nutrition** to each group, and let them select a facilitator and practise doing the meeting in their small group. Circle and support.

		<p>5. After 10–15 minutes, invite each group to show the card and share the topic they worked on. Discuss what went well and what could be done better. Share what you saw as well.</p>	
11:45–12:30	<p>Selecting the right card for the meeting</p> 	<ol style="list-style-type: none"> <li>1. Brainstorm: How will you select the right card for a meeting? What will you consider?</li> <li>2. Explain that most cards are Activity cards, and those are usually on Play, Talk, or Responsive Care. The Discussion cards are mostly on Health, Nutrition, and Safety and Security, although there are a few also on Play, Talk and Responsive Care.</li> <li>3. Remind participants that we just practised with cards on Nutrition. What colour are these cards? Remember that colour helps you identify the topic.</li> <li>4. Ask the participants to look at the Health cards on their table: <ul style="list-style-type: none"> <li>• <i>What colour are the cards on health? Let's read card titles aloud and decide if they are Discussion or Activity cards.</i></li> </ul> </li> <li>5. Now ask the participants to look at the Safety and Security cards on their table: <ul style="list-style-type: none"> <li>• <i>What colour are the cards on safety and security? Let's read card titles aloud and decide if they are Discussion or Activity cards.</i></li> </ul> </li> <li>6. Read aloud the following scenarios and let the participants look at their kit of cards on Nutrition, Health, and Safety and Security, and suggest what card(s) could be a good match: <ul style="list-style-type: none"> <li>• <i>There is a community meeting because a small child was found to be abused recently, and the perpetrator was the child's uncle. The community is shaken and wants to</i></li> </ul> </li> </ol>	

		<p><i>better protect young children in the future. (Cards 6, 7, 8, or 9 on Safety and Security)</i></p> <ul style="list-style-type: none"> <li>• <i>A group of fathers at the local boat stop are hanging out together and talking about the types of snacks they will buy for their children at the end of the day. (Card 4 on Nutrition)</i></li> <li>• <i>A local church gives you some time after the regular services. They want you to talk about good discipline. (Cards 1, 2, 3, or 5 on Safety and Security)</i></li> <li>• <i>You are invited to a group for young mothers, and you notice some of them giving their children snacks without washing their hands first. (Card 5 on Health)</i></li> </ul> <p>7. In the end, brainstorm: Ask when would an Activity card (a game) be a better match for a meeting than a Discussion card? (Answer: When you want to call attention to what children can learn through play; or when you want to teach a game to a specific group of caregivers, for example.)</p>	
12:30–13:00	Checklist for sensitization meetings	<ol style="list-style-type: none"> <li>1. Explain that the best sensitization meetings will be the ones for which we prepare well.</li> <li>2. Ask one participant to share, in their own words, what they will do to prepare for the meeting. Ask anyone else to add their ideas.</li> <li>3. Then ask one participant to summarise, in their own words, what they would do during the meeting. <ul style="list-style-type: none"> <li>• <i>Inform: Imagine that the meeting uses a Discussion card.</i></li> <li>• <i>And what will you do differently if you want to use an Activity card?</i></li> </ul> </li> <li>4. Finally ask a participant to share, in their own words, what they would do, if anything, at the end of the meeting.</li> <li>5. Ask everyone to open their handbooks and find the sensitization meeting checklist. Review it for any additional ideas. Discuss to make sure all the steps are clear.</li> </ol>	

		<p>6. Encourage volunteers to use the checklist every time they conduct a sensitization meeting.</p> <p> <i>Facilitator's Tip: Sessions should be short (30–45 minutes) and maintain engagement.</i></p>	
<b>13:00– 14:00</b>	<b>LUNCH BREAK</b>		
14:00– 14:45	Reporting sensitization activities	<p>1. Inform: CBO volunteers must document their sensitization activities to track impact and improve future sessions.</p> <p>2. Help volunteers find a copy of the sensitization activity report in their handbook. Discuss the following:</p> <p>After each session, volunteers should record:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Date &amp; location of the activity</li> <li><input checked="" type="checkbox"/> Number of participants (men, women, etc.)</li> <li><input checked="" type="checkbox"/> Topics covered</li> <li><input checked="" type="checkbox"/> Any interesting comments or experiences shared by participants</li> <li><input checked="" type="checkbox"/> Challenges encountered and any follow-up actions needed</li> </ul> <p> <i>Facilitator's Tip: Reports should be brief but detailed enough to capture key points.</i></p> <p> <i>Facilitator's Tip: Take photos (with permission) to document engagement.</i></p> <p>3. Ask the participants to work in pairs to fill out one report, based on imaginary meeting.</p> <p>4. After 15 minutes, check with the participants how they answered specific questions, especially those that required written responses. Discuss what other types of responses could potentially be given.</p>	

<p>14:45– 15:30</p>	<p>Introduction to caregiver circles: What are they, and who are they for?</p> 	<ol style="list-style-type: none"> <li>1. Explain: Sensitization meetings are open to everyone. But we will also run caregiver circles, as a strategy to provide more intensive support to families who may need it.</li> <li>2. Ask everyone to reflect: Has there been a time in your life when, as a parent, you really wanted support? What was happening? And were you able to get support? Can you share with your small group?</li> <li>3. Conclude that every parent needs support some of the time. But some parents need more support than others, because of their particular situation. Let’s brainstorm who these parents might be.</li> <li>4. In the end, your list of parents who may need more support should include: <ul style="list-style-type: none"> <li>• <i>Adolescent Girls and Young Women (AGYW) with children</i></li> <li>• <i>Grandparents who are the main caregivers</i></li> <li>• <i>Single mothers</i></li> <li>• <i>Caregivers of children with disabilities or developmental delays</i></li> <li>• <i>Caregivers who are defaulting on routine child health care services</i></li> </ul> </li> <li>5. Ask participants: ‘What challenges might these caregivers face in raising children?’ Document responses on a flip chart and add if needed.</li> <li>6. Explain that these caregivers will be invited to the group meetings where they can support each other while building their skills to provide nurturing care for their children. The caregivers will also be visited at <b>home</b>. A group of 12 to 14 caregivers will form a <b>caregiving circle</b>, and will go through the programme together, supporting each other.</li> <li>7. Introduce the ‘Give and Receive’ game to show the value of mutual support: <ul style="list-style-type: none"> <li>• <i>Pair participants and give each pair a small object (e.g., spoon, leaf, shaker).</i></li> <li>• <i>Demonstrate the exchange:</i> <ul style="list-style-type: none"> <li>• <b>‘Can I share this beautiful object X with you?’</b> (Hand the object to the partner.)</li> <li>• <b>‘Thank you!’</b> (Upon receiving it.)</li> <li>• <b>‘Would you like to have this beautiful X?’</b> (Hand the object back.)</li> </ul> </li> </ul> </li> </ol>	
-------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<ul style="list-style-type: none"> <li>• <b>'Thank you!'</b> (Upon receiving it back.)</li> <li>• Have participants repeat the exchange and switch roles.</li> </ul> <p>8. Conclude that regardless how difficult our own situation is, we can always give support to others. Helping others makes us uplifted. And when support comes from people like us, it is often more valuable.</p>	
<b>15:30– 15:45</b>	<b>TEA BREAK</b>		
15:45– 16:45	<p>Enrolling and supporting caregivers in caregiver circles</p> 	<ol style="list-style-type: none"> <li>1. Ask: <i>How can we find the caregivers who may need the most help in strengthening their nurturing care skills?</i></li> <li>2. Brainstorm in small groups, then afterward, come together to share ideas with the larger group.</li> <li>3. If needed, add the following: <ul style="list-style-type: none"> <li>• <i>Work closely with community health promoters, health care providers (HCPs), ECD focal persons, and local leaders to identify vulnerable households with children under 5 years old.</i></li> <li>• <i>Use health facility records, community household mapping by CHPs, and referrals from CHPs/HCPs during clinic visits and health outreach.</i></li> <li>• <i>Use community meetings and places of worship to meet caregivers.</i></li> </ul> </li> <li>4. Ask: <i>Once you identify prospective members of your caregiving circle, how will you invite them to join? What will you tell them to get them interested?</i></li> <li>5. Give small groups 10 minutes to brainstorm ideas. Invite them to review the Parenting Programme Manual on their tables to get some more ideas of what they could tell caregivers.</li> <li>6. After 10 minutes, invite one group to share and then invite the other groups to add their ideas.</li> <li>7. If still needed, discuss the following ideas:</li> </ol>	




- *Share what caregiving circles are all about. For example: ‘The first five years shape a child’s future, and you are your child’s first teacher. Join other parents to learn ways to help your child grow well. We will meet once a week for eight weeks, and a volunteer will visit you at home to help you with a kitchen garden.’*
  - *Explain that **meetings will not take a lot of time**: ‘It is just two hours per week, for eight weeks. We also share practical tips to save you time’.*
  - *Emphasise **practical learning**: ‘We will learn about good foods and snacks for your child, how to stimulate your child’s brain, and how to keep your child healthy and safe. We will also work with you to improve your kitchen garden or your animal coop’.*
  - *Add that **meetings will be fun**: ‘We will do a lot of learning games with our children, to help their brains develop. And we will even get small prizes for active participation!’*
  - *Stress the **social nature of the caregiving circle**: ‘You will be a part of the group (we call it a caregiving circle) where you will make friends with parents like yourself and get to support each other’.*
  - *Share **short success stories** of other caregivers. For example, ‘Mama Asha says her child is now talking more after attending three sessions’.*
  - *Show **sample TB5 cards** to pique families’ interest (e.g., storytelling, singing, homemade toys).*
8. Brainstorm 3–5 typical reasons caregivers may have, to not want to join a caregiving circle. How might you address them?
  9. Do a ‘pitch practice’ where a few volunteers do a 30-second pitch to ‘recruit’ the parents into the caregiver circle. They should also address at least one typical challenge caregivers may encounter.



		<p>10. The group should give feedback on 1) clarity, 2) enthusiasm, and 3) addressing a challenge.</p> <p>11. Finally, review the suggested enrolment form in the Volunteer Handbook and check that volunteers understand how to fill it out.</p> <p>12. Share additional points on the caregiving circle, as needed:</p> <ul style="list-style-type: none"> <li>• <i>Join caregivers in one caregiving circle, based on their proximity.</i></li> <li>• <i>Remember to keep equal number of caregivers with younger and older children.</i></li> <li>• <i>Keep the group manageable (maximum 14 participants).</i></li> <li>• <i>Try to have at least two caregivers with similar characteristics (for example, at least two adolescent mothers). This will help caregivers feel they are not alone.</i></li> <li>• <i>Set up a WhatsApp group for the caregiving circle and will encourage the caregivers to ask and give support to each other during the programme.</i></li> </ul> <p>13. Review the activity calendar in the handbook together and emphasise that:</p> <ul style="list-style-type: none"> <li>• <i>Each pair of volunteers will normally run one caregiving circle at a time, as they will also conduct home visits and sensitization meetings.</i></li> <li>• <i>The volunteers will guide their caregiving circle through an 8-week TB5 parenting programme.</i></li> <li>• <i>They will also visit each family three times at home to help reinforce the learning and support a kitchen garden.</i></li> <li>• <i>After the caregiving circle completes the parenting programme, the families will be encouraged to stay in touch and support each other. The volunteers will conduct three more monthly home visits to each family that graduated to consolidate the learning.</i></li> <li>• <i>The volunteers will identify and enrol families into the next caregiving circle in the meantime and will repeat the process.</i></li> </ul>	
16:45–	Closing	<p>1. Ask the participants to write on a piece of paper:</p> <ul style="list-style-type: none"> <li>• <i>One new thing or practice they learned today.</i></li> </ul>	


17:00		<ul style="list-style-type: none"> <li>• <i>Any questions, doubts, or comments they may still have.</i></li> </ul> <ol style="list-style-type: none"> <li>2. Homework: Each pair of volunteers should review and become familiar with the set of cards on Talk (a part of Early Learning).</li> </ol>	
<b>DAY 3</b>			
8:15– 8:45	Recap	<ol style="list-style-type: none"> <li>1. Stand in a circle. Using a homemade ball, throw it to each other as you share one fact you remember from yesterday.</li> <li>2. Then give a different task: Mention a card you remember from Talk cards. Continue until at least ten cards (out of 16) are mentioned.</li> <li>3. Share comments and questions from yesterday and discuss responses. Ask the participants for their ideas first, before giving your answer.</li> </ol>	
8:45– 9:30	Introduction to the TB5 Parenting Programme manual	<ol style="list-style-type: none"> <li>1. Show the TB5 Parenting Programme manual to the participants and ensure each group has a copy for every two volunteers. Remind them that we had a quick look at it yesterday.</li> <li>2. Explain that this manual contains step-by-step instructions for eight weekly parenting sessions that the volunteers will facilitate for their caregiving circle.</li> <li>3. Ask the participants in groups to look at the table of contents of the manual and identify the main topics.</li> <li>4. Brainstorm: Why do you think we selected these specific topics? Which needs of the caregivers do these topics address?</li> <li>5. Invite groups to pick any session in the manual, open to the respective pages, and review how each session begins, what comes after, and how it ends.</li> <li>6. After participants have reviewed the structure of a meeting, ask them to identify the</li> </ol>	<p>TB5 Parenting Programme manual</p> <p>TB5 cards</p>

		<p>three parts that each meeting includes. Review page 6 of the manual together to confirm.</p> <p>7. Ask the participants to read, in small groups, the description of the programme (page 4) and the learning approaches (page 5), so that one person reads a paragraph and the next summarises it in their own words, and so on.</p> <p>8. After this study time, check with participants for understanding by doing a quick quiz, where small groups can earn points. Each correct answer earns a group one point:</p> <ul style="list-style-type: none"> <li>• <i>Who besides caregivers can take part in the parenting programme?</i></li> <li>• <i>What is the maximum number of caregivers per group?</i></li> <li>• <i>How many volunteers work with each group?</i></li> <li>• <i>What is one way caregivers will stay in touch between sessions?</i></li> <li>• <i>Who will support activities with children during group time?</i></li> <li>• <i>What will household visits be used for?</i></li> <li>• <i>Name three actions for which caregivers will receive points.</i></li> <li>• <i>Name three more actions for which caregivers will receive points.</i></li> <li>• <i>When will points be counted?</i></li> <li>• <i>And when will awards be given?</i></li> </ul> <p>9. Name and congratulate the winning group!</p>	
9:30– 10:30	Using gamified learning	<p>1. Who in this group sometimes plays games on their phone? Or do you have children who do? What do you or your children enjoy about playing games?</p> <p>2. Discuss how gaming enhances engagement and knowledge retention:</p> <ul style="list-style-type: none"> <li>• <i>We are more motivated to join activities that have a bit of a game in them.</i></li> <li>• <i>We learn faster and better when it is part of a game.</i></li> </ul> <p>3. Let the participants find an example of the leaderboard in their handbook and review it for a few minutes. Then demonstrate a sample leaderboard and the stickers to the</p>	<p>Sample leaderboard and stickers</p> <p>Sample bonus basket</p>





participants. Brainstorm how these will be used to motivate the caregivers.


4. Quiz the participants on what cases will earn points for the caregivers:
  - *Points for joining the session: Caregiver came for a session.*
  - *Points for arriving on time: Caregiver arrived within 5–10 minutes of agreed start time.*
  - *Points for a home task: Caregiver practised the card activity that was done in a meeting and sent a video or photo to confirm.*
  - *Points for a bonus task: Caregiver voluntarily picked a bonus card, did the task at home, and sent a video or photo to confirm.*
  - *Points for significant other in class: Caregiver brought a significant other to class.*
  - *Points for significant other helping with home/bonus task: Significant other appears in video or photo doing a task.*
  - *Points for kitchen garden effort: Volunteer visited the family and saw good progress on kitchen garden or animal coop.*
  - *Points for inviting new family: Caregiver invited new family to join upcoming caregiver circle.*
5. Demonstrate a ‘bonus basket’ to the volunteers: This is where bonus cards can go for the caregivers to pick (see page 23 of the manual). Each team will have to create their ‘bonus basket’.
6. Each group should now sketch a mock up leaderboard for their group and practise attributing and counting points for 15 minutes. Points should be agreed on and given for:
  - *Coming on time to class (8:30 today).*
  - *Taking part in two days prior to today.*
  - *Actively contributing to small group work.*
  - *Raising hand during full group session.*
  - *Good organisation of personal materials on the table.*
7. Invite one group to share their leaderboard and how they attributed and counted the

		<p>points.</p> <p>8. Check participants for understanding of the following facts:</p> <ul style="list-style-type: none"> <li>• <i>Rules for points should be objective and clear.</i> <i>What will be the rules? (see the eight examples in step #4, above)</i></li> <li>• <i>Participants need to document they did the task at home.</i> <i>How will they document? (via WhatsApp or volunteer visit)</i></li> <li>• <i>Points should be counted regularly.</i> <i>How frequently will you count the points? (at every meeting)</i></li> <li>• <i>Prizes will be awarded periodically.</i> <i>At what meetings will prizes be awarded? (at the third, fifth and eighth meeting)</i></li> </ul> <p>9. Demonstrate sample prizes and explain that, as described in the manual, these will be given at specific meetings to five caregivers with the highest number of points.</p>	
<b>10:30– 10:45</b>	<b>TEA BREAK</b>		
10:45– 11:15	<p>Setting up meeting place and virtual supports</p> 	<ol style="list-style-type: none"> <li>1. Brainstorm what could be an ideal meeting place for the parenting programme in the communities where volunteers come from. Remind them that there should also be a space for children and that many practical activities will need to be done outdoors.</li> <li>2. For example, good meeting places could be: <b>community centres, local health facilities (in the afternoons), a church, or a school (when not in use).</b></li> <li>3. Discuss who could help with the children when caregivers study. Some options: the other volunteer (who is not facilitating the session); an ECD teacher; a community health promotor, someone’s grandmother, etc.</li> <li>4. Ask if all volunteers here use WhatsApp. And are most caregivers likely to have WhatsApp?</li> <li>5. Explain that we want each pair of volunteers to create a WhatsApp group for each</li> </ol>	


		<p>caregiving circle they support. They can also agree on a name for the group/circle.</p> <ul style="list-style-type: none"> <li>• <i>The WhatsApp group can stay active after the last (eighth ) parenting meeting, if caregiving circle members wish to stay in touch.</i></li> </ul> <p>6. Invite a volunteer to explain and model (with three participants) how to set up a WhatsApp group. If needed, try setting up WhatsApp groups in small groups and then remove them.</p> <p>7. Make sure everyone knows how to send short videos and photos by WhatsApp. If needed, organize a quick training session.</p> <p>8. Inform: We should ask caregiver for very short videos (30–45 seconds). Once we receive a video or a photo, we can register it in our notebook, and later in the meeting, on our leaderboard.</p>	
11:15– 12:45	First parenting meeting: Do not let the bucket overflow	<ol style="list-style-type: none"> <li>1. Ask: What is the name of the first parenting meeting? Why do you think it has such a name?</li> <li>2. Explain that you will now simulate the first meeting with the participants. They should pay close attention to what you are doing.</li> <li>3. Simulate the first meeting with the participants, including pretest and PHQ9 (mental health screening). Do it a bit faster than a normal meeting (1.5 hours instead of 2).</li> </ol>	
12:45– 13:00	Review of first parenting meeting	<ol style="list-style-type: none"> <li>1. Ask the participants to pick up the TB5 Parenting Programme manual and to answer these questions: <ul style="list-style-type: none"> <li>• <i>What did I do first? Can you find this activity in the manual? (continue with all the activities of the first meeting)</i></li> <li>• <i>What activity did you enjoy most? Why?</i></li> <li>• <i>What improvements would you suggest?</i></li> </ul> </li> </ol>	
13:00– 14:00	<b>LUNCH BREAK</b>		


<p>14:00–16:45</p>	<p>Practice: parenting meetings (1)</p> 	<ol style="list-style-type: none"> <li>1. Divide the participants into seven (7) groups. Distribute the sessions from the Parenting Programme manual to the participants. They should prepare to lead the group through the following: <ul style="list-style-type: none"> <li>• <i>Second meeting: <b>Good health for my child</b> (Note: Show the team where tippy taps are).</i></li> <li>• <i>Third meeting: <b>Responsive care for my child.</b></i></li> <li>• <i>Fourth meeting: <b>Eat to be strong, healthy, and smart!</b></i></li> <li>• <i>Fifth meeting: <b>Talk &amp; play with your child.</b></i></li> <li>• <i>Sixth meeting: <b>Safety and security (Positive discipline).</b></i></li> <li>• <i>Seventh meeting: <b>Safety and Security (Protecting from abuse).</b></i></li> <li>• <i>Eighth meeting: <b>Safety and security (Family bonds).</b></i></li> </ul> </li> <li>2. Provide the following instructions to the groups: <p>During the next 30–40 minutes:</p> <ul style="list-style-type: none"> <li>• <i>Read through the session and understand the tasks (ask the facilitator for help).</i></li> <li>• <i>Identify the cards you will use for child activities (select any two Play or Talk Activity cards for 0–2-year-olds, and two Activity cards for 3–5-year-olds). Practise all four activities.</i></li> <li>• <i>Find the cards for the main session, review, and practise them (Note: only practise two main cards, not those that begin with ‘if time allows’. Skip that step for now.)</i></li> <li>• <i>Assemble or improvise any other materials you will need.</i></li> <li>• <i>Divide the tasks and simulate them.</i></li> </ul> </li> <li>3. Invite the team to simulate the second meeting with all the participants. Shorten the simulation to 45–50 minutes. If the team has started well on the activity, stop them and ask to move to the next step. (Try not to shorten the step with two obligatory cards.)</li> <li>4. After the simulation, discuss for 15 minutes: <ul style="list-style-type: none"> <li>• <i>Did the team follow the session steps? If not, what did they skip?</i></li> <li>• <i>What did they do very well?</i></li> </ul> </li> </ol>	<p>TB5 cards</p> <p>Parenting Programme Manual</p> <p>Sample tippy tap (2-3 is better)</p> <p>Sample treasure box</p> <p>MCHH</p>
--------------------	---------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------


		<ul style="list-style-type: none"> <li>• <i>And what could be improved?</i></li> <li>• <i>How many of you know how to make your own tippy tap? (If only a few know, ask a CBO to organize a practical workshop for the volunteers soon after this training.)</i></li> </ul> <p>5. If time allows, repeat the same process with the third meeting.</p>	
16:45– 17:00	Homework	<p>1. Inform: Each pair of volunteers should, to the extent possible, put together a play kit for their parenting programme. They should use Annex 1 for this (give a copy to each team). What will not be completed this time should be finalised after the training.</p> <p>Note: Use discarded household items and natural objects, as well as homemade toys.</p>	Annex 1
<b>DAY 4</b>			
8:15– 9:15	Exhibition of play kits	<p>1. Invite each team to exhibit and introduce the play materials they managed to assemble overnight. They should explain why their play kit is the best 😊.</p> <p>2. After each team presents, do a quick review of the strengths and areas for improvement. Share specific examples you observed, focusing on:</p> <ul style="list-style-type: none"> <li>• <i>Safety (ensuring children cannot swallow any materials or injure themselves)</i></li> <li>• <i>Attractiveness (colours, sounds, etc.)</i></li> <li>• <i>How many things can be done with each plaything (the more the better!)</i></li> <li>• <i>Variety and number of playthings (sufficient for 12–14 children, aged 0–5 years).</i></li> </ul> <p>3. Encourage the groups to improve their kits based on feedback by tomorrow.</p>	
9:15– 13:00	<p>Practice: parenting meetings (2)</p> 	<p>1. Invite the groups that prepared the next parenting meetings to simulate their sessions, one by one.</p> <p>2. As yesterday, shorten the sessions, closer to 45–50 minutes each, stopping the volunteers as soon as they show they have mastered a specific step. (Try not to shorten two obligatory cards.)</p> <p>3. After each simulation, discuss for 10 minutes:</p>	


		<ul style="list-style-type: none"> <li>• <i>Did the team follow the session steps? If not, what did they skip?</i></li> <li>• <i>What did they do very well?</i></li> <li>• <i>What could be improved?</i></li> <li>• <i>Did they sufficiently explore the two main TB5 cards?</i></li> </ul> <p>4. Recommend to the volunteers to focus on the four game cards and two obligatory cards for now. They can add optional ('if time allows') cards later, when they are more confident about conducting parenting meetings, as well as based on new needs they identify amongst parents.</p>	
13:00–14:00	<b>LUNCH BREAK</b>		
14:00–15:30	<p>Introduction to home visits</p> 	<ol style="list-style-type: none"> <li>1. Remind participants that in addition to the parenting programme, volunteers will also visit the families in their homes.</li> <li>2. Ask: How many of you have ever received a home visit from a CHP or a volunteer? What did you appreciate about the visit and what did you not appreciate?</li> <li>3. Ask: Why do home visits matter? Brainstorm.</li> <li>4. Add to what was shared: <ul style="list-style-type: none"> <li>• <i>Home visits provide an opportunity for volunteers to engage with caregivers in their own environment, allowing for a deeper understanding of their life. By observing firsthand, volunteers can provide individual support and encouragement.</i></li> <li>• <i>Home visits also foster stronger relationships between caregivers and volunteers, which can lead to better adoption of the parenting practices shared in group sessions.</i></li> </ul> </li> <li>5. Explain that home visits are a natural extension of the parenting programme. <ul style="list-style-type: none"> <li>• <i>While group meetings provide a structured learning environment, home visits allow caregivers to apply what they have learned in their day-to-day routines.</i></li> </ul> </li> </ol>	CBO Volunteer Handbook


		<ul style="list-style-type: none"> <li>• <i>During home visits volunteers reinforce and clarify concepts, helping caregivers overcome challenges and ensure that practices are being implemented effectively.</i></li> </ul> <p>6. Finally, add that home visits will also be used to promote the following:</p> <ul style="list-style-type: none"> <li>• <i>Better use of routine health services and MCH Handbook.</i></li> <li>• <i>Better practices at kitchen gardens and animal coops by the families to improve childrens' nutrition.</i></li> </ul> <p>7. Check who remembers the schedule for home visits. Let them check in the handbook. The home visits will be done as follows:</p> <ul style="list-style-type: none"> <li>• <i>Between second and third parenting meeting.</i></li> <li>• <i>Between fourth and fifth parenting meeting.</i></li> <li>• <i>Between sixth and seventh parenting meeting.</i></li> <li>• <i>Plus, three monthly home visits after the parenting programme is over.</i></li> </ul> <p>8. Ask the participants to brainstorm in small groups what they will probably do during a home visit, considering what we just discussed.</p> <p>9. Now, ask them to compare with the home visit steps in the Volunteer Handbook. Is there anything that they missed?</p> <p>10. Invite two volunteers (with a doll) to be a family. Simulate all the steps of the home visit, including preparing and ending with filling the report. Go a bit faster than normal. As you simulate, ask the participants to mark the steps they see in the Volunteer Handbook.</p>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--


		<p>11. Call on the participants to describe the steps they just observed.</p> <p>12. Ask: What was the family praised for? What exactly did you hear me say? And what were some practices I chose to reinforce? How did I do that?</p> <p>13. Ask the volunteers to form pairs and practise conducting a mock home visit with a peer. One volunteer plays the caregiver, while the other acts as the visiting volunteer. Note that they should especially focus on 1) providing praise and 2) practising any skills they feel less confident with.</p> <p>14. After the role-play, volunteers should offer constructive feedback to one another on how to improve their approach. They should use the checklist in the handbook as a guide. In the end, they should fill out a mock report. (Provide copies)</p> <p>15. Check how the participants filled the report and discuss any unclear points.</p>	
<b>15:30– 15:45</b>	<b>TEA BREAK</b>		
15:45– 16:45	<p>Honing home visiting skills</p> 	<p>1. In small groups, discuss the following situations that can happen during home visit, then share in large group:</p> <ul style="list-style-type: none"> <li>• <i>Scenario 1: A caregiver reports feeling overwhelmed with no time to play with their child. Discuss how you would support them.</i></li> <li>• <i>Scenario 2: You observe a caregiver feeding a child but not talking or making eye contact. How would you gently encourage their interaction?</i></li> <li>• <i>Scenario 3: The adolescent mother has made some playthings for her 6-month-old, but she just gives the playthings to the child and sits and watches her. What would you do?</i></li> </ul>	


		<p>2. Good praise game: Read out the statements below. Participants move to corners labelled YES or NO, to show their agreement or disagreement, and defend their answers.</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>• <i>Example of good praise is saying: ‘Nice, thank you!’ (N)</i></li> <li>• <i>Example of good praise is: ‘I saw you respond to your child when he looked at the chicken. You named the chicken’. Good job! This is how your child will learn. (Y)</i></li> <li>• <i>Example of good praise is: ‘You are the best mother in the world!’ (N)</i></li> <li>• <i>Example of good praise is: ‘It’s ok, but I think you can do better than this’. (N)</i></li> <li>• <i>Example of good praise is: When your child gave you an orange, you asked her, ‘Is it sweet?’ Nicely done! You are building her language! (Y)</i></li> </ul> <p>3. Summarise: Good praise is specific. You should say what you are praising for.</p> <p>4. Ask each small group to come up with an example of good praise (it can be about the kitchen garden, going to the health centre, nutrition, or play, for example). The others should determine if praise was specific or not, and help the group as needed.</p>	
16:45– 17:00	Closing	<p>1. Remind teams to improve their play kits based on the comments they received.</p> <p>2. Also, ask each team to review all the TB4 cards on Play.</p>	
<b>DAY 5</b>			
8:15– 9:00	Recap	<p>1. Stand in a circle and use a homemade ball. Throw the ball to each other as you share one fact you remember from yesterday.</p> <p>2. Then give a different task: Mention a card you remember from the Play cards. Go on until at least 12–15 cards (out of 24) are mentioned.</p>	



		3. Teams can demonstrate what they improved in their play kits.	
9:00– 10:30	<p>Kitchen gardening for household nutrition and income</p> 	<ol style="list-style-type: none"> <li>1. Ask the participants what a kitchen garden is.</li> <li>2. Listen to their responses and add that a kitchen garden is a small plot of land near the home where a variety of crops, mainly for family consumption, are grown. It may also include the keeping of small animals such as rabbits and chickens.</li> <li>3. Ask the participants: <ul style="list-style-type: none"> <li>• <i>Do you have a kitchen garden at home?</i></li> <li>• <i>What crops do you grow?</i></li> <li>• <i>What animals do you keep?</i></li> </ul> </li> <li>4. Ask the participants: Why do you think kitchen gardens are important? (Allow brainstorming before summarising key benefits)</li> <li>5. Summarise key benefits of a kitchen garden: <ul style="list-style-type: none"> <li>• <i>Provides fresh, nutritious, and affordable food for the family, especially for children under 5 years of age and adolescent girls and pregnant women, whose nutrition needs are higher.</i></li> <li>• <i>Helps reduce household costs on food.</i></li> <li>• <i>Generates income from surplus produce, supporting household needs.</i></li> <li>• <i>Helps maintain crop and livestock diversity.</i></li> </ul> </li> <li>6. Ask the participants about the types of kitchen gardens. List them then summarise as follows (show the photos if you can): <ul style="list-style-type: none"> <li>• <i>Container gardening</i></li> <li>• <i>Vertical gardening</i></li> <li>• <i>Keyhole gardens</i></li> <li>• <i>Raised beds</i></li> </ul> </li> </ol>	Photos of kitchen gardens

		<p>7. Ask the participants: What are the steps in setting up a kitchen garden? How would you go about it?</p> <p>8. Let the participants work in small groups for 15–20 minutes and generate a list of steps to create a kitchen garden.</p> <p>9. Let one group present and the other groups to add whatever is missing. Write their responses on a flip chart.</p> <p>10. Ask the participants to compare with steps in the handbook and see if any steps should be added in the handbook.</p> <p>11. Collect from participants and also share your own useful tips for each step, like how to prepare the land, how to manage the crops, etc., based on the resources you have.</p>	
<b>10:30– 10:45</b>	<b>TEA BREAK</b>		
10:45– 11:45	<p>Integrating small livestock with kitchen gardens</p> 	<p>1. Ask participants:</p> <ul style="list-style-type: none"> <li>• <i>What is the importance of keeping small livestock?</i></li> <li>• <i>What are the types of small livestock suitable for home rearing?</i></li> </ul> <p><b>Key Importance of Small Livestock:</b></p> <ul style="list-style-type: none"> <li>• <i>Provides essential nutrients (milk, eggs, meat) for household consumption.</i></li> <li>• <i>Generates extra income from surplus production.</i></li> <li>• <i>Improves soil fertility through manure.</i></li> <li>• <i>Enhances food security by integrating livestock and crop farming.</i></li> <li>• <i>Livestock by-products (dung or chicken droppings) can be used for composting.</i></li> </ul> <p><b>Types of Small Livestock for Household Farming:</b></p> <ul style="list-style-type: none"> <li>• <i>Poultry (chickens, ducks, quails)</i></li> <li>• <i>Rabbits</i></li> <li>• <i>Goats</i></li> <li>• <i>Sheep</i></li> </ul>	

		<ol style="list-style-type: none"> <li>2. Ask participants: What are the steps in setting up a chicken coop or animal coop? How would you go about it?</li> <li>3. Let the participants choose the type of animal and work in small groups for 15–20 minutes and generate a list of steps to create a coop.</li> <li>4. Let one group present and the other groups to add whatever is missing. Write their responses on a flip chart.</li> <li>5. Ask the participants to compare with steps in the handbook and see if any steps should be added in the handbook.</li> <li>6. Inform participants that next week the volunteers will need to do a practical task: <ul style="list-style-type: none"> <li>• <i>Each pair of volunteers should identify a successful kitchen garden and an animal coop in the area, visit it, and check the steps they have written up against what the family is doing in practice.</i></li> <li>• <i>They should either learn from the family and add new ideas to their steps or share new ideas with the family through a dialogue.</i></li> <li>• <i>The teams should report to their supervisor once they have completed this activity and then come together and review what they did and learned.</i></li> </ul> </li> </ol>	
11:45–12:00	Working with supervisor  	<ol style="list-style-type: none"> <li>1. Explain that CBO supervisors, with guidance from PATH staff, will support the volunteers in their efforts, especially as they are starting out.</li> <li>2. Specifically, <b>in the first 2–3 months</b>, the supervisors, with PATH support, will: <ul style="list-style-type: none"> <li>• <i>Help pair up CBO volunteers into teams (or will use the teams formed in this training) and assign them to specific communities.</i></li> <li>• <i>Support each team with mapping weekly opportunities for sensitization.</i></li> </ul> </li> </ol>	

		<ul style="list-style-type: none"> <li>• <i>Visit and observe at least one sensitization meeting and provide feedback.</i></li> <li>• <i>Support enrolment of 12–14 eligible caregivers into the first caregiving circle that each volunteer team will run.</i></li> <li>• <i>Observe at least one parenting meeting that each team does and provide feedback.</i></li> <li>• <i>Monitor the setup and effective use of WhatsApp groups for caregiving circles.</i></li> <li>• <i>Observe at least one home visit that each volunteer team does and provide feedback.</i></li> <li>• <i>Bring volunteers together for monthly reflection meetings (see handbook for sample agenda).</i></li> <li>• <i>Help volunteers with their monthly reports and success stories.</i></li> </ul> <p>3. Note that supervisors will use checklists in the handbook, to observe and provide feedback on the activities.</p> <p>4. Supervisors will report to PATH at the end of each month on the activities conducted by the volunteers and by themselves as supervisors.</p>	
12:00–13:00	Submitting monthly reports	<ol style="list-style-type: none"> <li>1. Explain: At the end of each month that CBO volunteers should compile their activity reports and submit them to their supervisor by the fifth of the following month. These can be submitted by volunteers in pairs (their work teams).</li> <li>2. Ask the participants to find their monthly report in the handbook. Review it jointly and clarify any questions.</li> <li>3. Explain that together with monthly report, we would like each volunteer team to share</li> </ol>	

	<p>Sharing success stories</p> 	<p>one success story each month. Stories from caregivers make reports more impactful and show real-life change.</p> <ol style="list-style-type: none"> <li>4. Explain: You can develop short stories by using what you see or hear from parents, directly or by WhatsApp.</li> <li>5. Ask: What information would you include in a success story?</li> <li>6. Listen, provide praise, and add the following, if necessary: <ul style="list-style-type: none"> <li>• <i>Some info about caregiver (her community, maybe her age, or maybe what work she does).</i></li> <li>• <i>How many children and their ages?</i></li> <li>• <i>What did the caregiver do that you think is a success?</i></li> <li>• <i>What did caregiver say about it?</i></li> <li>• <i>Do you have a photo or a video to share?</i></li> </ul> </li> <li>7. If time allows, work in pairs to develop imaginary stories about a caregiver you know, following this plan. You do not need more than a paragraph!</li> <li>8. Invite three volunteers to share and discuss what was good and what could be improved.</li> </ol>	
<p><b>13:00– 14:00</b></p>	<p><b>LUNCH BREAK</b></p>		
<p>14:00– 15:00</p>	<p>Closure</p>	<ol style="list-style-type: none"> <li>1. Do posttest.</li> <li>2. Ask each participant: ‘What is the most important thing you learned in this training?’</li> <li>3. Recognise volunteers who completed the training by awarding certificates of participation and taking a family photo.</li> <li>4. Ensure volunteers are equipped with materials (Nurturing Care poster; Thrive by Five cards, TB5 Parenting Manual, pretest and posttest, handbooks, leader boards, stickers,</li> </ol>	

		<p>and markers).</p> <p>5. Give words of encouragement:</p> <p> Your Role Matters!</p> <ul style="list-style-type: none"><li>• <i>Every time you talk to caregivers, you are shaping a child’s future.</i></li><li>• <i>Small changes—like playing, talking, and showing love—have lifelong benefits for children.</i></li><li>• <i>Your work will help create a community where children can thrive by five!</i></li></ul>	
--	-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--