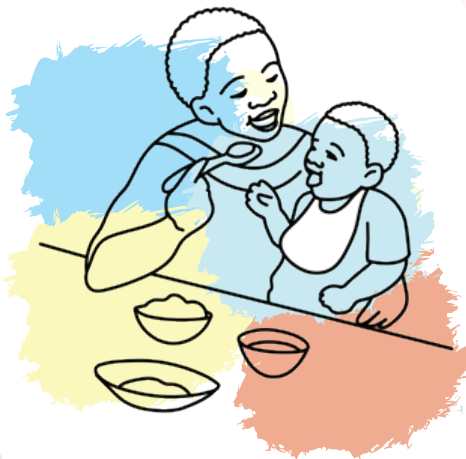


# THRIVE BY FIVE PARENTING PROGRAMME



**PROMOTING NURTURING CARE IN FAMILIES & COMMUNITIES**

**Adapted from the PATH Parenting Programme for Adolescent Girls and Young Women and the Minderoo Foundation Thrive by Five programme**



MINISTRY OF HEALTH



**PATH**  
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Invite “significant others,” such as caregivers’ partners or children’s grandparents, to join the meetings.

# DESCRIPTION OF THE PROGRAMME

## WHAT IS THE OBJECTIVE OF THE PROGRAMME

To provide families whose children are vulnerable due to social, health, or economic factors with peer support, knowledge, and skills to help them ensure the children receive nurturing care and so “thrive by five.”

## WHO ARE THE PARTICIPANTS

- Maximum 12 to 14 caregivers per group (and their children).
- About half should be caregivers of children aged 0 to 2 years and another half should be caregivers of children aged 3 to 5 years.
- “Significant others” (i.e., caregivers’ partners, children’s grandparents and aunts, amongst others), whenever they are able to attend the meetings.

## WHAT ARE THE SUGGESTED FREQUENCY AND DURATION OF THE MEETINGS

- Eight weekly sessions.
- Recommended duration of two hours.

## WHO ARE THE FACILITATORS

- Two trained volunteers from a community-based organisation per group.
- One to two volunteers from the community to support with children’s play.

## WHAT SUPPORT SHOULD FACILITATORS RECEIVE

- Two and a half days of training.
- Two mentoring visits in the first month of the programme and one mentoring visit in the second month.
- Routine facilitator meetings to problem solve and to review upcoming sessions.

## WHY INVITE SIGNIFICANT OTHERS TO THE MEETINGS

Change at home is more likely to happen if other family members are involved. It is recommended that partners or significant others take part in the meetings when they can.

# LEARNING APPROACHES IN THE PROGRAMME



## HOW TO PROMOTE LEARNING DURING THE SESSIONS

- Start by listening to caregivers' own ideas and experiences before sharing new ideas.
- Demonstrate any new activity, then engage caregivers in practice.



## HOW TO PROMOTE LEARNING BETWEEN THE SESSIONS

- Visit the caregivers' households to follow up on whether and how the skills learnt in the programme are applied at home. Recommended visits: before the start of the programme; after the second, fourth, and sixth sessions; then monthly visits for three months after the parenting group is over.
- Promote families' use of WhatsApp to share their home practices with each other.



## HOW TO USE POINTS AND AWARDS

- To motivate the caregivers, give them points and awards during the programme.
- Give points every time a caregiver:
  - Takes part in the weekly meeting.
  - Arrives to the meeting on time.
  - Brings a partner or a significant other to a meeting.
  - Does a home task and shares it via WhatsApp or during a home visit.
  - Does a bonus task and shares it via WhatsApp or during a home visit.
  - Engages a partner or another family member in a home or bonus task.
  - Progresses well with setting up and using a home kitchen garden or coop.
  - Invites a new family member to future group meetings.
- Record everyone's points on a leaderboard and update at every meeting by using colourful stickers.
- Give awards at the third, sixth, and eighth meetings based on the number of points. Awards can include public recognition as well as small, symbolic gifts.

# STRUCTURE OF THE MEETINGS



## **PART 1: Checking in, activity card, and updating points (45 minutes)**

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- Caregivers share in pairs what made them happy, sad, or worried in the past week.
- A few caregivers share with the group and obtain peer support.
- Caregivers divide into two groups according to their child's age and select and practise a game from an activity card.
- Caregivers review and update the leaderboard.



## **PART 2: Main session (1 hour)**

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- Facilitator announces the new topic and engages caregivers in a brief discussion.
- Caregivers work step-by-step through two selected Thrive by Five cards.
- Caregivers choose and work through an additional Thrive by Five card based on their interests.



## **PART 3: Before going home (15 minutes)**

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- A few volunteers share what they learnt that day.
- Facilitator assigns a home task to families.
- One to two bonus tasks are available for those interested.
- Snack (optional).

# MATERIALS TO BRING TO THE MEETINGS

## BRING TO THE FIRST AND THE LAST MEETINGS

1. Pretest or posttest for everyone.
2. Maternal mental health screening (PHQ9 test) for everyone.
3. Pencil for everyone.

## BRING TO EVERY MEETING

1. This manual.
2. A nurturing care poster.
3. Chairs, straw mats, or *kitenges* for caregivers and children to sit on.
4. A notebook to register:
  - Attendance at meetings.
  - WhatsApp photos and messages documenting home and bonus tasks.
5. Leaderboard, markers, and colourful stickers to represent points (1, 2, 3).
6. Prizes to be given at the third, sixth, and eighth meetings.
7. Any materials needed for the games you select (two to three games for every age).
8. Any materials needed for the main session (as described in this manual).
9. A box or a bag of homemade and locally made play items and storybooks that children can play with or read whilst caregivers are in session (see Annex 1).

## BRING TO HEALTH MEETING

1. Prepare and set up one or two model tippy taps (see Annex 3).

## BRING TO NUTRITION MEETING

1. Ask the caregivers to bring their *Mother and Child Health Handbook*.

## BRING TO PLAY AND TALK MEETING

1. Prepare and bring a model of the treasure box.

# FIRST MEETING: DO NOT LET YOUR BUCKET OVERFLOW

- Bring pretest, maternal mental health survey, and pencils for everyone.
- Set up a box with homemade and local play items and books for children to use.
- Bring prepared leaderboard with names, tasks, and stickers (see page 11).



## START AND INTRODUCTION (30 MINUTES)

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1. Welcome, everyone. Let me introduce myself. [*Introduce yourself and your partner.*]
2. As we are about to start, you can take your child to a play area, where children can play with supervision from a volunteer.
3. Let us do the pretest and the well-being survey so that we know where we are starting from. [*If anyone struggles with reading, read the question aloud, then show the response options before moving to the next question.*]
4. Register who came to the first meeting and mark who came on time (+/- 10 minutes) on the leaderboard. Do this yourself this first time.
5. Thank you! Does everyone know each other? If not, let us divide into pairs and talk to each other for five minutes about:
  - Your name and your child's name.
  - How many children you have and how old they are.
  - What you enjoy most in being a mother/a father.
  - And what you find most challenging in being a mother/a father.
6. Please introduce each other!
7. Thank you! I heard some things that were similar in this group. For example . . . [*give some examples*].



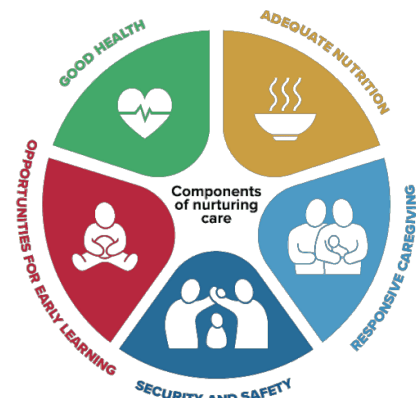


## INFORMATION ABOUT THE MEETINGS (30 MINUTES)

1. The goal of these meetings is to help you provide each other with support and to strengthen your skills to take care of yourselves and your children.
2. Has anyone heard about Thrive by Five? And what about “nurturing care?”
3. Thrive by Five is a programme that helps parents provide better care to their young children so that they grow up healthy, happy, and smart.
4. Let us look at the nurturing care poster. What do you see?  
What do you think these mean?

5. *Listen carefully, then add if needed:*

- **Good health:** We will learn how to create good routines for our children and how to keep them healthy and safe from accidents.
- **Adequate nutrition:** We will learn about what foods can make us and our children healthier, stronger, and smarter.
- **Opportunities for early learning:** We will learn how we can play and talk with our babies and children at home to help them learn.
- **Responsive caregiving:** We will learn how to notice our children’s signals, needs and interests, and how best to respond to these.
- **Security and safety:** We will learn how to use positive discipline, to keep our children safe from abuse, and to keep them grounded in their community values and networks.



When we do these five actions, we promote good development in our children!

We will learn about what we can do in these five areas of nurturing care in our meetings.

6. This group will meet every week for eight weeks.

In every meeting, we will:

- Hear updates from each other and support each other.
- Learn a simple game to play with our children to help them develop well.
- Learn how to provide some part of nurturing care.
- Get a task to try and do at home.

7. Please come to every meeting. Bring your children under 5 years of age too! We will be playing lots of games with them!

8. You can earn points during the programme and then receive awards and small prizes based on your points.

You will earn a point every time you:

- Take part in a meeting.
- Are on time.
- Bring a partner or a close relative to a meeting.
- Do a home task and send proof by WhatsApp.
- Do a bonus task and send proof by WhatsApp.
- Invite a new family member to participate in the next round of meetings.

9. What are the best day and hours for us to meet every week? [*Select the day and time that works for everyone.*]

10. Who supports you with raising children? Invite them to come with you to some of the meetings, whenever they can attend.

*Discuss if caregivers would like to bring some snacks for the children. Explain that milk will be provided.*



11. Let us agree on ground rules. What should they be?

- Punctuality and attendance.
- Active participation.
- Confidentiality: What is discussed in the group will stay in the group. We want to have a safe place for all!



## DO NOT LET THE BUCKET OVERFLOW! (45 MINUTES)

---

1. Each of us does a lot to support our children and our families. **When we have too many things to worry about, we might feel like a bucket that is so full that it is about to overflow.**
2. Let us listen to the story of Grace:



**Grace was 22 years old when she became pregnant with her third child. She and her husband also had a 2-year-old son named Simon and a 4-year-old daughter named Rose. They lived with her husband's family.**

**Grace's husband went fishing early each morning and came back late each evening. Grace's mother-in-law had cataracts and could not see well, so Grace had to take care of her and of the children. Grace's brother and sister-in-law were still young and in school, so she took care of them as well.**

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

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

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

3. What are some things that are making Grace’s “bucket” overflow?
4. And because Grace’s “worry bucket” is so full, how does it affect her health and her mood?
5. The same can happen with us when we have many things to worry about. Our bucket can become so full that it overflows. Then we can become depressed or even very sick. We might not be able to take good care of our children and our families.
6. Let us divide into pairs. In your pair, talk for five minutes about the things that “make your bucket overflow” (things that make you worried). It can be the things you mentioned before or other issues.



7. Now that you have talked to each other, are your worries the same or different?
8. How did it feel having someone to talk to about your worries? **One way to feel less worried and not to let your bucket overflow is to have someone to talk to.**
9. Do you already have someone—a family member or a friend you can trust—with whom you can share some of your worries? Can you tell us who that person is?
10. And if no one comes to mind, do you think you could talk to someone in this group? Who could you talk to? Let us make a buddy system!
11. Great! Talk to the person every two to three days if you can. This will help you feel less worried.

 **BEFORE GOING HOME (15 MINUTES)**

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1. Let us ask the play volunteer to share one activity or play item that children enjoyed most today. Thank you!
2. What is something new that you learnt today? [*Invite three to five participants to share.*]

**HOME TASK**

- Talk to someone you trust before our next meeting about what worries you.

## SECOND MEETING: GOOD HEALTH FOR MY CHILD

- Have at least one tippy tap (but two or three would be better) prepared at the meeting place.



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your “neighbour.” What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? [*If yes, listen attentively, then invite others to offer support, before commenting.*]
3. Have some of you been able to talk to someone you trust about things that worry you? Would you like to share who you talked to? How did you feel talking to them?
4. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups. Let those with children aged 2 years or younger sit in one place and those with children aged 3 years or older sit separately. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**



- Explain that these are activity cards, which have games that will make our children smart and good.
- Briefly describe the cards and let the parents select one to try today.
- Show the activity and then ask the parents to try it.
- Support and cheer for them!
- Ask what they think children are learning in this activity.
- Ask someone to read the back of the card for more ideas.
- Encourage them: Very good! Please try this at home!

4. Introduce the **leaderboard**. Ask the participants to describe what they see (the names, the tasks) and how they think it will be used. Thank them.

N	Name	Monica	Elisabeth	Waithera	Beatrice
1	Joined the session (1 point)	●			
2	Arrived on time (1 point)	●			
3	Did home task (2 points)	♥			
4	Did bonus task (3 points)	★			
5	Significant other in class (2 points)				
6	Significant other in home/bonus task (1 point)	●			
7	Kitchen garden effort (3 points)				
8	Invited new family (2 points)				

1 point: ●	2 points: ♥	3 points: ★
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We will update this leaderboard together at every session and will cheer for those who are getting good scores.

At the third, sixth, and eighth sessions, the five persons with the highest number of points will get small prizes.

So far, we already have points for participation in the first and second sessions, and for coming on time. Let us see who came to the first and second sessions, and who came on time!



### GOOD HEALTH FOR MY CHILD (60 MINUTES)

1. What do we as parents do to keep our children healthy? [*Brainstorm and praise the participants for sharing.*]
2. We will look at some of these topics with the help of Thrive by Five cards.
3. Pick the **WHEN TO GO TO CLINIC** card (*health card 1*) and go step-by-step through it (**20 minutes**):
  - Discuss the question on the front of the card. Encourage sharing.

- Do the quiz on the card and cheer for the winning team.
- Reinforce key messages on the back of the card.

4. Pick the **WASH YOUR HANDS** card (health card 5) and go step-by-step through it (20 minutes):

- Ask two parents: How do you teach your child to wash hands? What do you say?
- Invite one parent to be “a child,” and demonstrate the activity on the card with them next to a tippy tap that you have prepared.
- Then invite a parent with a child aged 3 years or older to try the same activity. Watch that the parent is joyful, is confident, and has eye contact with the child.
- Invite all parents with older children to practise with their children at prepared tippy taps. Other parents can role-play in pairs.
- Discuss where children wash hands at home: a bowl, a pitcher, a running tap, a tippy tap. Explain that washing with running water is much healthier than washing in a bowl, where dirt gathers.
- Encourage those who use a bowl and a pitcher to put together a tippy tap in their home by the next class as a bonus task. They can observe how this tippy tap is made and ask volunteers for help.



5. If time allows, show the remaining four **HEALTH CARDS** and briefly describe what they are about:

- **Home accidents:** How to prevent accidents at home.
- **Daily routines:** How to create good routines for your child.
- **Screen time:** When and how much to let your child use the phone and other screens.
- **My clean teeth:** How to take care of your child’s teeth.

6. Put four cards on the floor or table some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.

7. Announce the winning card. Then go step-by-step through the card, including the task for home (20 minutes).



**BEFORE GOING HOME (15 MINUTES)**

1. Let us ask the playgroup volunteer to share what the children enjoyed most today. Thank you!
2. What is something new that you learnt today? [Invite several caregivers to share.]

3. Please make sure to do your home tasks, and also your bonus task if you like, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:

- Your **home task** is to practise the game you learnt today with your child.

- You **bonus task** can be:

- o To make a tippy tap.
- o To make a song about handwashing for your child.
- o To take a child to clinic for health monitoring.
- o To do a task from the third card we did. [*Remind the caregivers which task.*]



- Remember that you get extra points if a significant other participates in a home or bonus task! Send us a photo or video!

## THIRD MEETING: RESPONSIVE CARE FOR MY CHILD

- Prepare prizes for the five caregivers with the highest number of points. These can be bars of soap or children's toothbrushes.



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your "neighbour." What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? [*If yes, listen attentively, then invite others to offer support, before commenting.*]
3. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child's age, just like the last time. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**



- Briefly describe the cards and let the parents select one to try today.
- Show the activity and then ask the parents to try it.
- Support and cheer for them!
- Ask what they think children are learning in this activity.
- Ask someone to read the back of the card for more ideas.
- Encourage them: Very good! Please try this at home!

4. *Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.*

For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

In the end, together, count everyone's total points and identify the five participants with the highest scores.

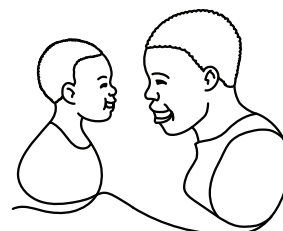
Cheer for them in a way that is motivating. Then present them with small prizes, such as a bar of soap or a toothbrush for their child (since the last topic was on health).



## RESPONSIVE CARE FOR MY CHILD (60 MINUTES) (NOTE: CHILDREN STAY WITH PARENTS)

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1. Do you remember we talked about responsive care in our first meeting? What do you think it means to be **responsive to our children**? [*Praise the participants for their ideas.*]
2. We will look at some of these topics with help of Thrive by Five cards. Let us divide again into two groups based on your child's age. One volunteer will stay with each group.
3. *With the 0-to-2-year-old group, pick the card **BABY SIGNALS** (responsive care card 1) and go step-by-step through it (20 minutes):*
  - *Discuss the question on the card. Encourage sharing.*
  - *Reinforce key messages written on the front of the card.*
  - *Demonstrate the activity on the front of the card with a baby.*
  - *Ask everyone to try the activity on the front of the card with their baby.*
  - *Go through a home task on the back of the card. Ask someone to explain it back.*
4. *With the 3-to-5-year-old group, pick the card **NAME THE FEELING** (responsive care card 2) and go step-by-step through it (20 minutes):*
  - *Discuss the question on the card. Encourage sharing.*
  - *Reinforce key messages written on the front of the card.*
  - *Role-play the activity on the front of the card with a parent.*
  - *Ask everyone to try the activity on the front of the card.*
  - *Go through a home task on the back of the card. Ask someone to explain back what they will do at home.*



5. *If time allows, show the remaining three **RESPONSIVE CARE discussion cards** (3, 4, and 5) and briefly describe what they are about:*
- **Comforting a child:** Why and how to comfort your child.
  - **Dealing with anger:** How to help your child deal with strong emotions.
  - **Solving problems:** How to help your child solve conflicts with others in a good way.
6. *Put three cards some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.*
7. *Announce the winning card. Then go step-by-step through the card, including the task for home (20 minutes).*



## **BEFORE GOING HOME (15 MINUTES)**

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1. Let us ask the playgroup volunteer to share what the children enjoyed most today. Thank you!
  2. What is something new that you learnt today? [*Invite several caregivers to share.*]
  3. Please make sure to do your home tasks, and also your bonus task if you like, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:
    - Your **home task** is to practise responding to baby signals (0-to-2-year-old group) or to talk about feelings with your child (3-to-5-year-old group).
    - Your **bonus task** can be:
      - o To play at home the same game that we played at the start of the class.
      - o To do a task from the third card we did. [*Remind the caregivers which task.*]
    - Remember that you get extra points if a significant other participates in a home or bonus task! Send us a photo or video!
- Everyone, please bring your clinic book (*Mother and Child Health Handbook*) to the next meeting!

## FOURTH MEETING: EAT TO BE STRONG, HEALTHY, AND SMART

- Check that everyone has brought their *Mother and Child Health Handbook*.



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your “neighbour.” What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? [*If yes, listen attentively, then invite others to offer support, before commenting.*]
3. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child’s age. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**
  - Briefly describe the cards and let the parents select one to try today.
  - Show the activity and then ask the parents to try it with their children.
  - Support and cheer for them!
  - Ask what they think children are learning in this activity.
  - Ask someone to read the back of the card for more ideas.
  - Encourage them: Very good! Please try this at home!
4. Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.



For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

- Describe some of the photos and videos you received, appreciating the effort parents have put into them and showing that you indeed watched them 😊.



- Introduce the participants to a **basket with additional bonus ideas**, where they can always find some more activities to try to home, which they can send a photo or a video of as proof.
- In the bucket, put health cards 2, 3, 4, 6, and 7 and responsive care cards 3, 4, 5, 16, 17, and 18.
- Ask parents to take a photo (both sides) of the bonus card and register with volunteer.



## EAT TO BE STRONG, HEALTHY, AND SMART (60 MINUTES)

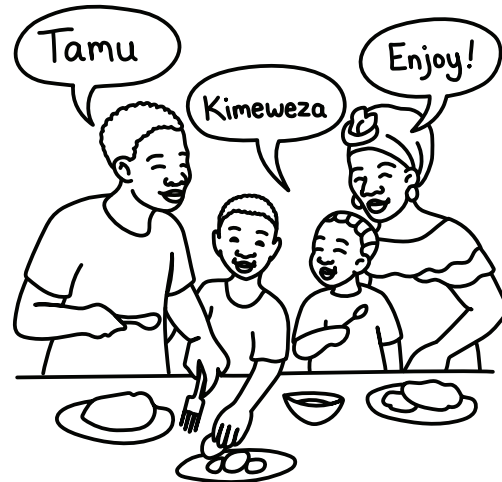
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1. What does to eat well or to feed your child well mean to you? [*Praise the participants for their ideas.*]
2. Let us look at some of these topics with the help of Thrive by Five cards.
3. Did everyone bring their *Mother and Child Health Handbook* with them? If not, let us sit so that you can share the handbooks.
4. Pick the card **FOODS WITH SUPERPOWERS** (nutrition card 2) and go step-by-step through it (**20 minutes**):
  - Discuss the question on the card. Encourage sharing.
  - Reinforce key messages that are on the front of the card.
  - Do together the group activity on the back of the card.
  - Go through a home task on the back of the card. Ask someone to explain back.
5. Pick the card **HEALTHY SNACKS** (nutrition card 4) and go step-by-step through it (**20 minutes**):
  - Discuss the question on the card. Encourage sharing.
  - Reinforce key messages written on the front of the card.
  - Do together the group activity on the back of the card.

- Go through a home task on the back of the card. Ask someone to explain back what they will do at home.

6. If time allows, share the remaining four **NUTRITION CARDS** (1, 3, 5, and 6) and briefly describe what they are about:

- **First vaccine:** Why and how to breastfeed for a healthy baby.
- **Starting solids:** How to help your child start on foods.
- **Messy eating:** How to encourage your child to feed themselves.
- **Homegrown goodness:** Gardening for good health.



7. Put four cards some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.

8. Announce the winning card. Then go step-by-step through the card, including the task for home (**20 minutes**).



## BEFORE GOING HOME (15 MINUTES)

1. Let us ask the playgroup volunteer to tell us what the children enjoyed most today. Thank you!
2. What is something new that you learnt today? [*Invite several caregivers to share.*]
3. Please make sure to do your home tasks, and also your bonus task if you want, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:
  - Today, each person gets two **home tasks** so that they can earn more points!
    - **The first task** is to eat all three food groups during the week. Send us photos of what you eat and describe the three groups!
    - **The second task** is to replace an unhealthy snack with a healthy one for your child. Send us photos of your child with the snack.
  - For those who want more, your **bonus task** can be:
    - To play the same game that we played at the start of the class.
    - To do a task from the third card we did. [*Remind the caregivers which task.*]
    - To pull any other task from the bonus basket!

- In the bonus basket, add nutrition cards 1, 3, 5, and 6.
- Ask the parents to take a photo of each side of the bonus card and register with a volunteer.

- Remember you get extra points if a significant other participates in a home or bonus task! Send us a photo or video!

# FIFTH MEETING: TALK AND PLAY WITH YOUR CHILD

- Prepare a model treasure box (see play card 2).



## CHECKING IN (15 MINUTES)

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1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your “neighbour.” What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? *[If yes, listen attentively, then invite others to offer support, before commenting.]*
3. *Note in your notebook who came on time (+/- 10 minutes).*



## ACTIVITY CARD AND POINTS (30 MINUTES)

---

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child’s age. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**



- Briefly describe the cards and let the parents select one to try today.
  - Show the activity and then ask the parents to try it.
  - Support and cheer for them!
  - Ask what they think children are learning in this activity.
  - Ask someone to read the back of the card for more ideas.
  - Encourage them: Very good! Please try this game at home!
4. Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.

For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

- Describe some of the photos and videos you received, appreciating the effort parents have put into them and showing that you indeed watched them 😊.



## TALK AND PLAY WITH YOUR CHILD (60 MINUTES)

---

1. Why do you think we play games with children in every meeting? Does it really make a difference? [*Praise the participants for their ideas.*]
2. We will look at some of these topics with the help of Thrive by Five cards. Let us divide again into two groups based on your child's age. One volunteer will stay with each group.
3. *With the 0-to-2-year-old group, pick the card **BABY TALK** (talk card 1), and go step-by-step through it (20 minutes):*
  - *Discuss the question on the card. Encourage sharing.*
  - *Reinforce key messages that are on the front of the card.*
  - *Role-play the activity on the back of the card with a baby of one participant.*
  - *Invite everyone to try the activity with their babies.*
  - *Explain that the same activity will be their home task.*
4. *With the 3-to-5-year-old group, pick the card **HOW CHILDREN LEARN** (play card 1) and go step-by-step through it (20 minutes):*
  - *Discuss the question on the card. Encourage sharing.*
  - *Reinforce key messages written on the front of the card.*
  - *Role-play the activity on the back of the card with a child of one participant.*
  - *Invite everyone to try the activity with their child.*
  - *Explain that the same activity will be their home task.*
5. *If time allows, share the remaining five **PLAY AND TALK** discussion cards (TALK: 2 and 3; PLAY: 2, 3, and 4) and briefly describe what they are about:*
  - **TALK: Many languages.** How to help your child learn different family languages.
  - **TALK: I read to my child.** How to make sure your child loves reading.



- **PLAY: A box of treasures.** How to prepare a play kit for your child. [*Demonstrate how to make a play kit.*]
  - **PLAY: The joy of learning.** How to ask and answer your child’s questions.
  - **PLAY: Taking on challenges.** How to use little tasks and chores to help your child learn.
6. *Put five cards some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.*
  7. *Announce the winning card. Then go step-by-step through the card, including the task for home (20 minutes).*



## BEFORE GOING HOME (15 MINUTES)

---

1. Let us ask the playgroup volunteer to tell us what the children enjoyed most today. Thank you!
2. What is something new that you learnt today? [*Invite several caregivers to share.*]
3. Please make sure to do your home tasks, and also your bonus task if you want, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:
  - Your **home task** is to practise talking to your baby (0-to-2-year-old group) or to go for a walk with your child and talk about what you see (3-to-5-year-old group).
  - For those who want more, your **bonus task** can be:
    - o To play the same game we played at the start of the class.
    - o To do a task from the third card we did. [*Remind the caregivers which task.*]
    - o To pull any other task from the bonus basket!

- In the bonus basket, add talk cards 2, 3, 14, 15, and 16 and play cards 2, 3, 4, 17, 18, 19, 20, 21, 22, 23, and 24.
- Ask parents to take a photo of each side of the bonus card and register with a volunteer.

## SIXTH MEETING: POSITIVE DISCIPLINE

- Prepare prizes for the five caregivers with the highest numbers of points. These can be crayons or something similar.



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your “neighbour.” What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? *[If yes, listen attentively, then invite others to offer support, before commenting.]*
3. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child’s age. One volunteer will be with each group.
3. ***Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:***



- *Briefly describe the cards and let the parents select one to try today.*
- *Show the activity and then ask the parents to try it.*
- *Support and cheer for them!*
- *Ask what they think children are learning in this activity.*
- *Ask someone to read the back of the card for more ideas.*
- *Encourage them: Very good! Please try this game at home!*

4. Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.

For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

In the end, together, count everyone's total points and identify the five participants with the highest scores.

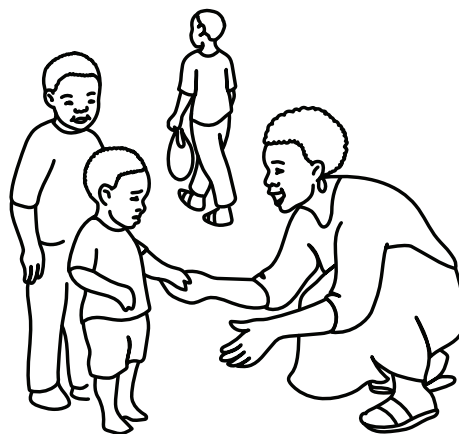
Cheer for them in a way that is motivating. Then present them with small prizes, such as a box of crayons or another type of prize.



## POSITIVE DISCIPLINE (60 MINUTES)

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1. What kind of person do you hope your child will be? How do you help them be that person? [*Praise the participants for sharing.*]
2. Share that we will look at some of these topics with the help of Thrive by Five cards.
3. Pick the card on **POSITIVE DISCIPLINE** (safety and security card 2), and go step-by-step through it (20 minutes):
  - Discuss the question on the card. Encourage sharing.
  - Reinforce key messages that are on the front of the card.
  - Role-play (with a parent) the activity on the back of the card. Think of a situation when you need to discipline the child!
  - Ask parents to pair up and practise the activity. They can make up the situations!
  - Explain that the same activity will be their **home task** today.
4. Pick the card **WORDS ARE POWER** (safety and security card 2), and go step-by-step through it (20 minutes):
  - Discuss the question on the card. Encourage sharing.
  - Role-play (with a parent) the activity on the back of the card. Think of a situation when you need to talk to the child.
  - Ask parents to pair up and practise the activity. They can make up the situations!
  - Explain that the same activity will be their **home task** today.



5. *If time allows, share the remaining three **POSITIVE DISCIPLINE** discussion cards (safety and security 1, 4, and 5) and briefly describe what they are about:*
  - **Family rules:** How to help your child follow simple rules at home.
  - **Choices:** How to give your child choices to increase their cooperation.
  - **Catch them doing good:** How to praise your child effectively.
6. *Put three cards some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.*
7. *Announce the winning card. Then go step-by-step through the card, including the task for home (20 minutes).*



## BEFORE GOING HOME (15 MINUTES)

---

1. Let us ask the playgroup volunteer to tell us what the children enjoyed most today. Thank you!
2. What is something new that you learnt today? [*Invite several caregivers to share.*]
3. Please make sure to do your home tasks, and also your bonus task if you want, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:
  - Today, parents of children aged 2 to 5 years get two **home tasks** so that they can earn more points!
    - **The first task** is to try and practise positive discipline with your child (stay calm, explain, help make amends).
    - **The second task** is to practise good use of words with your child (stay calm, be specific, be positive, praise, give choices).
    - If you do not have a child 2 to 5 years of age, then you can practise the game from today as your home task and get a bonus task as well.
  - You **bonus task** can be:
    - To play the same game that we played at the start of the class.
    - To do a task from the third card we did. [*Remind the caregivers which task.*]
    - To pull any other task from the bonus bucket! Take a photo of the card and register your task with a volunteer!

- Remember that you get extra points if a significant other participates in a home or bonus task! Send us a photo or video!

- In the bonus basket, add safety and security cards 1, 4, and 5.
- Ask the parents to take a photo of each side of the bonus card and register with a volunteer.

## SEVENTH MEETING: PROTECTING FROM ABUSE



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your “neighbour.” What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? *[If yes, listen attentively, then invite others to offer support, before commenting.]*
3. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child’s age. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**



- Briefly describe the cards and let the parents select one to try today.
- Show the activity and then ask the parents to try it.
- Support and cheer for them!
- Ask what they think children are learning in this activity.
- Ask someone to read the back of the card for more ideas.
- Encourage them: Very good! Please try this game at home!

4. Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.

For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

- Describe some of the photos and videos you received, appreciating the effort parents have put into them and showing that you indeed watched them 😊.



## PROTECTING FROM ABUSE (60 MINUTES)

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1. *[Introduce the topic]*: Sometimes we do not think that abuse is something that can happen to small children. But unfortunately, there are many cases reported both in towns and villages.
2. Is there anything we as parents can do, you think, to protect our young children from abuse, especially from sexual abuse? *[Praise the participants for their ideas.]*
3. *Share that we will look at some of these topics with the help of Thrive by Five cards.*
4. *Pick the card **WHO CAN HELP ME** (safety and security card 6), and go step-by-step through it (20 minutes):*

- *Discuss the question on the card. Encourage sharing.*
- *Reinforce key messages that are on the front of the card.*
- *Demonstrate an activity on the back of the card by role-playing with a parent.*
- *Ask the parents to do the activity with their children or with each other (if children are too small).*
- *Explain that doing the same activity at home can be their home task, or they can choose the next activity.*



5. *Now, pick the card **KEEP MY BODY SAFE** (safety and security card 8), and go step-by-step through it (20 minutes):*
  - *Discuss the question on the card. Encourage sharing.*
  - *Reinforce key messages written on the front of the card.*
  - *Demonstrate an activity on the back of the card by role-playing with a parent.*
  - *Ask the parents to role-play the activity with each other.*
  - *Explain that doing this activity with a child older than 2 years will be their **home task** today.*

6. If time allows, share the remaining two **PROTECTING FROM ABUSE** discussion cards (safety and security cards 7 and 8) and briefly describe what they are about:
  - **My safe song:** How to help your child memorise where they live.
  - **Safe and unsafe secrets:** How to help your child know which secrets are okay to keep and which are not.
7. Ask the parents to indicate which of the two cards they would like to work with.
8. Then go step-by-step through the card, including the task for home (**20 minutes**).



### BEFORE GOING HOME (15 MINUTES)

---

1. Let us ask the playgroup volunteer to tell us what the children enjoyed most today. Thank you!
  2. What is something new that you learnt today? [*Invite several caregivers to share.*]
  3. Please make sure to do your home tasks, and also your bonus task if you want, and send a photo or a video on WhatsApp to the two volunteers until the day before the next meeting:
    - Your **home task** is either to talk with your child about trusted adults or about keeping their body safe.
    - If you have a child under 2 years old, your home task is to play a game you learnt.
    - You **bonus task** can be:
      - o To play the same game we played at the start of the class.
      - o To do a task from the third card we did. [*Remind the caregivers which task.*]
      - o To pull any other task from the bonus bucket! Take a photo of the card and register your task with a volunteer!
- In the bonus basket, add safety and security cards 7 and 8.
  - Ask the parents to take a photo of each side of the bonus card and register with a volunteer.
- Remember that you get extra points if a significant other participates in a home or bonus task! Send us a photo or video!

## EIGHTH MEETING: FAMILY BONDS

- Prepare prizes for the five caregivers with highest number of points. These can be children's books or something similar.
- Prepare the posttest and the PHQ9 test and bring a pencil for each caregiver.



### CHECKING IN (15 MINUTES)

1. Greetings, everyone! How are you doing? Take five minutes to talk about your past week with your "neighbour." What happened that made you smile? And what made you sad or worried?
2. Would anyone like to share with the group something that happened last week? [*If yes, listen attentively, then invite others to offer support, before commenting.*]
3. *Note in your notebook who came on time (+/- 10 minutes).*



### ACTIVITY CARD AND POINTS (30 MINUTES)

1. Please sit comfortably with your children. Before they go and play, let us start by learning a little game you can play with your child at home.
2. Let us divide into two groups based on your child's age. One volunteer will be with each group.
3. **Offer two activity cards on play or talk to the group with children aged 0 to 2 years and two activity cards to the group with children aged 3 to 5 years. In each group:**
  - *Briefly describe the cards and let the parents select one to try today.*
  - *Show the activity and then ask the parents to try it.*
  - *Support and cheer for them!*
  - *Ask what they think children are learning in this activity.*
  - *Ask someone to read the back of the card for more ideas.*
  - *Encourage them: Very good! Please try this game at home!*



4. Today is our last meeting! Let us see how we have done with our points!

Call the participants one by one to the leaderboard. Give them stickers to mark their points for each activity.

For that, refer to your notebook where you register arrival and the photos or videos that you receive from the participants during the week.

Clap for each participant.

In the end, together, count everyone's total points and identify the five participants with the highest scores.

Cheer for them in a way that is motivating. Then present them with small prizes, such as a children's book.



## FAMILY BONDS (60 MINUTES)

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1. Why do you think we want our children to have strong bonds with their family? Why is that important? [*Praise the participants for their ideas.*]
2. Share that we will look at some of these topics with the help of Thrive by Five cards.
3. First, pick the card **FAMILY EVENTS** (safety and security card 11), and go step-by-step through it (**20 minutes**):
  - Discuss the question on the card. Encourage sharing.
  - Reinforce key messages that are on the front of the card.
  - Read the group activity on the back.
  - Ask everyone to plan for an upcoming family gathering where they can bring a child.
4. Pick the card **A SPECIAL BOOK** (safety and security card 10), and go step-by-step through it (**20 minutes**):
  - Discuss the question on the card. Encourage sharing.



- Reinforce key messages written on the front of the card.
- Demonstrate telling a childhood story to your pretend “child” (a parent).
- Ask the parents to try telling a childhood story to their children.
- Explain that the same activity (but a different story) will be their home task today.



5. If time allows, share the remaining **FAMILY BONDS CARDS** and ask the parents to choose one more to discuss today:
  - **Gratitude:** How to help your child be grateful in life.
  - **Kindness:** How to help your child to become kind.
  - **Welcoming a new sibling:** How to help your child adjust to new sibling.
  - **When travelling:** How to help your child not to be so homesick.
  - **Dealing with loss:** How to help your child cope with death in the family.
  - **Celebrating spirituality:** How to use religion to support the emotional well-being of your child.
6. Put six cards on the floor some distance from each other. Let parents vote for their most preferred topic by putting sticks, leaves, or stones next to the card.
7. Announce the winning card. Then go step-by-step through the card, including the task for home (**20 minutes**).



## BEFORE GOING HOME (15 MINUTES)

---

1. What is something new that you learnt today? [*Invite several caregivers to share.*]
2. Today is our last meeting, so no home tasks will be given, but we encourage you to use everything you learnt for the benefit of your children and family.
3. And you can always come to the community-based organisation offices to look through the cards and to remember what you learnt, or to get new ideas to try at home! Or you can ask the volunteers to bring the cards when they visit you in the next three months.

Congratulations!







- Ask the caregivers to do the posttest and the PHQ9 before leaving.

# ANNEXES

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

*Toys should be safe: All parts should be big enough so that they cannot be swallowed or stuck into the nose or the ear. Toys should not have sharp edges.*

AGE	PLAY MATERIAL	HOW TO PLAY
<p>Birth to 6 months</p>	<p><b>MOVING TOYS</b></p>    	<p><b>SOME IDEAS ON HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>• Hang the toy above the place where the child is lying down or sitting.</li> <li>• For a child around 4 to 5 months old, encourage them to try to grab the toy, pass it from one hand to the other, pull on the string, etc.</li> <li>• When the child begins to lose interest, put new things on the strings.</li> </ul> <p><i>Note: these toys can also be used with older children:</i></p> <ul style="list-style-type: none"> <li>• For a child around 2 years old, show them how to remove the rings or pegs from the string and how to put them back on.</li> </ul>

## SHAKERS



## SOME IDEAS ON HOW TO PLAY

- Let the child listen to different sounds the shaker makes. Dance and sing.
- Turn the shaker slowly so that the child can see the pieces fall.
- Move the shaker from the child and encourage them to reach it.

*Note: These toys can also be used with older children:*

- For a child aged 1 year or older, show them how to take the cloth pegs out of the bottle and how to put them back in.
- For a child aged 2 years or older, teach them colours and count the pegs.

6 months  
and older

## BASKET OR BOX WITH INTERESTING THINGS



## SOME IDEAS ON HOW TO PLAY

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

## DRUM



## SOME IDEAS ON HOW TO PLAY

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

## BALL



## SOME IDEAS ON HOW TO PLAY

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

12  
months  
and older

## SAND AND WATER PLAY

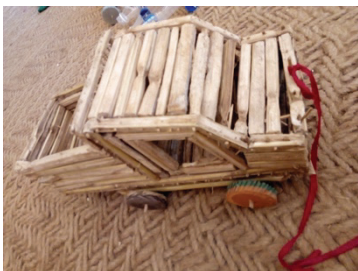


## SOME IDEAS ON HOW TO PLAY

- Create a sandy play area or fill an old tyre with some sand. Put it in the shade.
- If possible, pour some water in a bucket.
- Make the sand a bit wet so the child can shape and mould it.
- Give the child several different containers to fill with sand and/or water and to pour with.
- The containers can be:
  - o Empty bottles.
  - o Bottles with the bottom half cut off so it takes the shape of a funnel.
  - o Cans with some holes on the bottom.
  - o Old spoons, cups, etc.
- There must be at least three different containers for the child to hold and pour sand or water with.

**12  
months  
and older**

### **CARS, TRUCKS, AND BUSES**



### **SOME IDEAS ON HOW TO PLAY**

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

### **DOLLS AND THINGS FOR PRETEND PLAY**



### **SOME IDEAS ON HOW TO PLAY**

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

2 years  
and older

### BUILDING AND STACKING TOYS



### SOME IDEAS ON HOW TO PLAY

- Let the child stack up the containers or blocks and let them knock down the tower.
- Count the containers or blocks together.
- Show the child how to insert cups or containers, one inside the other. Let the child try. Praise them.
- Hide something under one of the containers. Ask the child to find it.
- Ask the child as they are working:
  - What are you building?
  - Who will live in this house?
  - Give me a small cup. Now give me a big cup.

2 years  
and older

### MATCHING COLOURFUL CLOTHS



### SOME IDEAS ON HOW TO PLAY

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

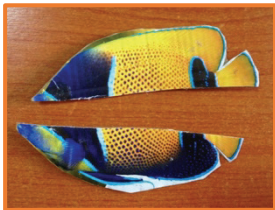
## MATCHING SHAPES



## SOME IDEAS ON HOW TO PLAY

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

## PICTURES, BOOKS, AND PUZZLES

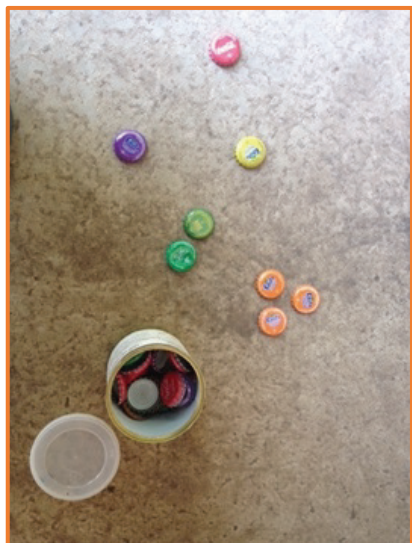


## SOME IDEAS ON HOW TO PLAY

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

2 years  
and older

### BOTTLE CAPS



### SOME IDEAS ON HOW TO PLAY

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

3 years  
and older

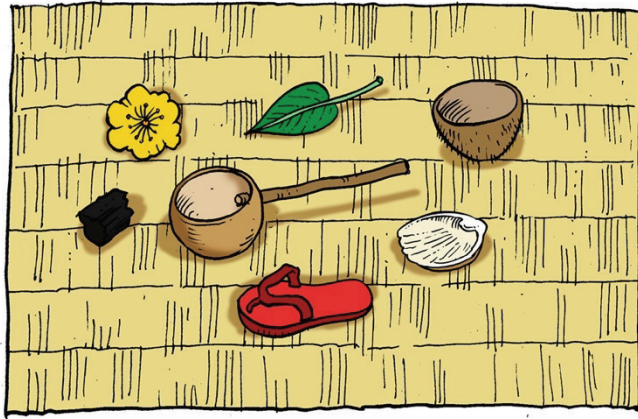
### STICKS AND BOTTLE CAPS OR SHELLS



### SOME IDEAS ON HOW TO PLAY

- The child can make different shapes with sticks, such as triangles and squares.
- If this is too easy, you can make patterns with sticks and bottle caps and let the child copy you.
- Then let the child make a pattern, and you copy what they made.

### WHAT AM I HIDING?



### SOME IDEAS ON HOW TO PLAY

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

3 years  
and older

### THINGS TO DRAW OR TO MOULD WITH



### SOME IDEAS ON HOW TO PLAY

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

WORK WITH PARENTS TO PREPARE THESE PLAY ITEMS (TWO OR THREE OF EACH TYPE) FOR THE MEETINGS AND ENCOURAGE TO MAKE THESE AT HOME.

## ANNEX 2. A PLAYGROUP

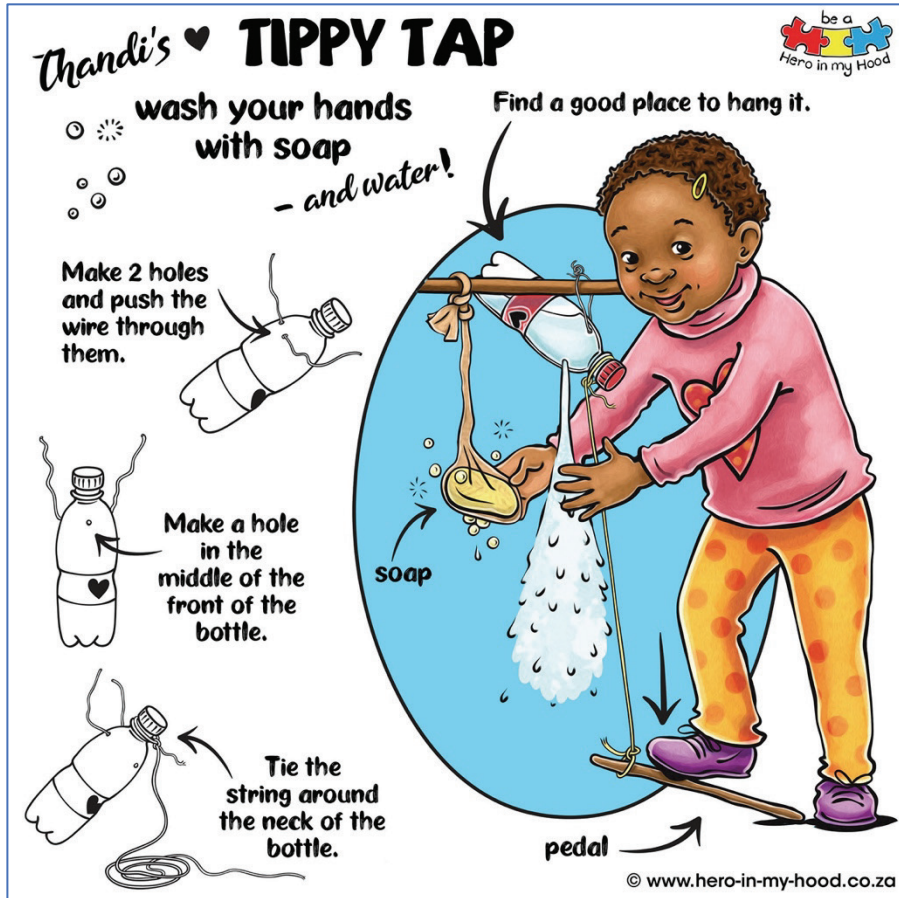
**Whilst the caregivers are busy with the session, a community volunteer can help with the children. The volunteer can do the following:**

1. Start with a song and a dance with the children.
2. Show a storybook or cards with pictures to the children. Talk about the pictures or tell a story.
3. Invite the children to choose and play with the toys in the playbox. Help them play together.
4. Take the children outside to look at and talk about plants and animals. Or play in the sand (bring some containers to fill and empty) or model with clay.
5. **Optional:** Have a small snack (after washing hands).

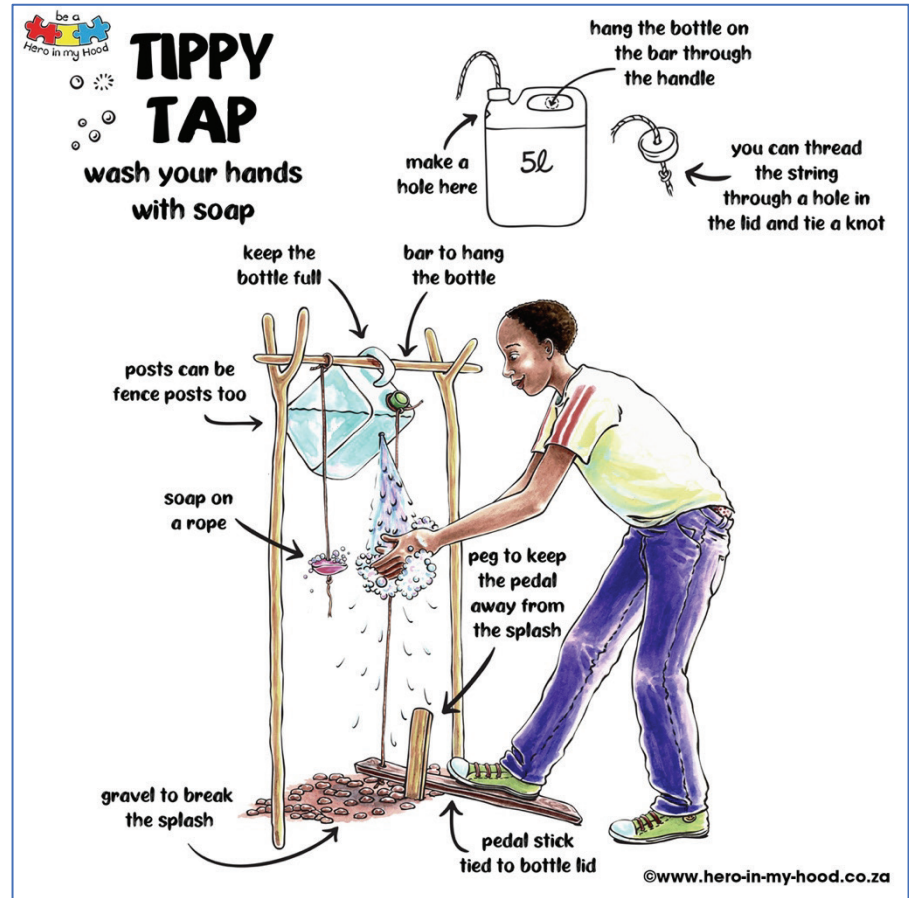
*Help the children play together by showing them how to roll the ball or the car to each other, by “cooking for” or “feeding” each other, and by copying each other. Use words to teach children: We do not hit. We share. We play with our friends.*

**Note: The youngest, breastfeeding babies that still cannot sit by themselves (aged 0 to 6 months) can stay with their caregivers during the session.**

# ANNEX 3. HOW TO MAKE A TIPPY TAP



OPTION A



OPTION B