

PLAY BASED EARLY STIMULATION

0-2 Training Guide

Ministry of Basic and Senior Secondary Education (MBSSE)



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Introduction and Acknowledgement

The Nurturing Care Framework, developed by UNICEF, World Health Organization (WHO) and the World Bank, is aimed at enhancing the overall development of children by delivering an integrated package of Health, Nutrition, Early Learning, Child Protection and Responsive Caregiving for children aged 0-3 years.

This guide is built on UNICEF's Care for Child Development Package (CCD) and centred around promoting the nurturing care framework. It has been developed to equip ECD workers and advocates such as community based ECD educators and Mother's Support Groups (MSGs) from various backgrounds with a core foundation in the understanding of a) the importance of the first 1000 days of life; b) early childhood brain development; c) the role of play in how young children develop; d) bridge gaps between traditional practices of adult-child play interactions and best practices for early childhood stimulation and, in addition to early stimulation, provide general guidance to strengthen the delivery of the integrated package of services and support caregivers to access health, nutrition and WASH services within their communities.

The activities have been laid out, using the CCD framework, to enable the ECD workers and advocates make a strong personal connection with the learning. They will engage in practical activities, draw from their own experiences and consider the implications of their learning and the potential impact on child development in their communities. In this way, they become passionate ambassadors for change as well as continuous learners in the field.

I wish to extend my sincere thanks to UNICEF for providing technical support in the development of this training guide, and the overall implementation of the ECD interventions of the MBSSE. Special thanks to the National ECD Facilitators and Advocates who reviewed and made input to this training guide. In addition, I wish to thank the ECD International Consultant that led in the development of these documents.

Finally, without funding from the Global Partnership for Education (GPE) these very hands-on, relevant and culturally appropriate ECD Play Based Early Stimulation training guide would not be possible.

This Play based early stimulation training guide is dedicated to the young children-our Future- in Mama Salone.

Hon. Dr. David Moinina Sengeh
Minister of Basic and Senior Secondary Education.

Message to ECD Facilitators and Advocates

How to Use This Guide

The Guide is divided into a 5-day workshop organized around discussion of technical content, play-based learning activities, participant role play, brainstorming and adaptation to community context.










Facilitators are encouraged to engage ECD Workers in a fun learning experience. The group play and learning experiences will contribute greatly to empowering ECD Workers with the knowledge and capacity required to deliver on the goals. Sessions and activities may be adapted as needed to fit the community contexts.



Using the Training Materials

This Trainers Guide is laid out in a structured predictable manner to include the following:

1. **Training Agenda:** This is a daily schedule for each day of the training. To ensure the content is delivered at a pace that supports understanding and practice, the training content is spread over a period of 5-days.
2. **Lay Out of Days:** The days are divided into sessions, with each session made up of some of the following components:

	Material : This icon represents the materials needed for the session
	Make and Take: This icon represents the materials that the trainer needs to prepare before each session
	Clock: Represents overall timing for the session
	Pair Work: An activity that requires you to organize participants in twos
	Circle: This represents circle time, where participants stand or sit in a circle to do activities such as singing, storytelling and reflection
	Small Group: An activity that requires organizing participants in groups of 4-6
	Plenary: This represents whole group discussions and activities
	Key Message: This is the main idea or message you are required to emphasize after each session, after which you must give participants the opportunity to ask questions before moving to the next session
	Facilitator's Note: These are notes with specific instructions for the facilitator to pay attention to

Trainers Tips

1. **Be organized:** Know the daily agenda, content and learning outcomes; and prepare all required materials in readiness. Arrange the training room to support collaborative work
2. **Language:** Maintain simple, clear language and where possible, use the local language or have an interpreter
3. **Role model:** Respect the participants as intelligent and capable, be gentle and encouraging. Remember you are modelling supportive interactions which your participants will use in their relationships and interactions with caregivers. Monitor your body language, be positive, pay attention and value participant contributions and concerns. Give constructive feedback
4. **Knowledge generation:** Allow for collaboration, questions and contributions
5. **Fun:** Maintain a happy, laughter filled learning environment. Use caregiver-child play, short active songs or energizers to break monotony and improve alertness
6. **Reflective Practice:** Personally reflect on the process of the training on a daily basis to identify areas of strength and where change is needed. Pay attention to shared feedback during end of day reflections

Have a wonderful training session and thank you for your contributions to enhancing nurturing care in Sierra Leone.

MBSSE ECD Team



Planning Ahead for the Training

Homemade Toys to Prepare for the Training

You will need to make the following simple toys ahead of the workshop.

1. Hand Puppet: Pull a sock over your fist and use a permanent marker to draw 2 eyes at the top of your knuckles
2. Shaker: Take 4 small plastic water bottles. Dry them out and put 2 handfuls of dried maize in one, 1 handful of very small beads in the second, a few colourful feathers in the third and a half cup of food coloured water in the last. Put super glue inside the cap and tighten securely
3. Puzzles: Stick 2 photos (cut out of a magazine) on cardboard paper and cut 1 into 4 pieces and the other into 6 pieces

Pre-Training Information for Participants

Materials to Bring to the Training

Before the training date, please inform participants to collect the following materials from their environment and bring them to the training

1. 1 picture cut out from a magazine
2. 2-4 empty, clean plastic water bottles with the lids
3. 1 doll (homemade if possible)
4. 1 pair of socks (old)
5. Old grains (millet, barley etc. if possible. It should be no longer edible)
6. 1-2 empty, clean beverage container(s)
7. 1 transparent scarf

List of Supplies

Item	Quantity	Notes
Training Resources		
Facilitators Guide	42	2 facilitators per group + 40 participants
Participant Registration folder/bag	1/person	
Pre- and Post-Tests	2/participant	
Flip Chart Stand	1	
Flip Chart Paper	4	
Flip Chart Markers	2 packs	
Pens/Pencils/Notepads	1 pack each	Extras for the group
Pencil Sharpener	1	
Masking Tape	4	
Yarn	1 ball	
Blind Folds	8	Strips of fabric for blindfolds
Adult regular scissors	4	
Progress Tracker	3/person	
Picture Books	7 sets	
ECD Worker Implementation Package	1/participant	
Participation Certificates	1/participant	
Toy Items and Materials		
ECD Kit		
Foam Sponges	2	
Scents Container with lid	1	
Plain White Socks	12	
Transparent Veil/Fabric	2	Peek-a-boo cover
Soft Plastic Balls (lightweight)	8 balls	
Dish Detergent	1	
Coloured Cardboard Paper	6	2 sets of 6 colours for matching cards
Old Magazines with Photos		
Large Plastic Bags (Ziploc)	1/person	For participant toy kits

Workshop Agenda

Day	Time	Activity
One Early Childhood Development (ECD)	8:00 – 8:30	Pre-session Registration and Pre-test
	8:30 – 9:30	Circle Time
	9:30 – 10:00	Early Childhood Brain Development
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:15	Making Brain Connections
	11:15 – 1:00	Nurturing Care Framework
	1:00 – 2:00	LUNCH
	2:00 – 3:30	Practical Play – ECD Kit
	3:30 – 4:00	Circle Time
Two Strengthening Caregiver and Community Capacity	8:30 – 9:30	Circle Time
	9:30 – 10:00	Infant Massage Practice
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:15	Attachment Relationships
	11:15 – 1:00	Making Toys
	1:00 – 2:00	LUNCH
	2:00 – 3:30	Practical Play and Communication
	3:30 – 4:00	Circle Time
Three The Nurturing Care Framework	8:30 – 9:30	Circle Time
	9:30 – 10:00	Supporting Language Development Practice
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:15	Exploring Community Caregiving Practices
	11:15 – 1:00	Positive Guidance
	1:00 – 2:00	LUNCH

	2:00 – 3:30	Responsive Caregiving Framework
	3:30 – 4:00	Circle Time
Day	Time	Activity
Four Community Based ECD Interventions	8:30 – 9:30	Circle Time
	9:30 – 10:00	Active Play Practice
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:15	ECD Issues in The Community
	11:15 – 1:00	Community Practice Tools
	1:00 – 2:00	LUNCH
	2:00 – 3:30	Tracking Play and Communication Progress
	3:30 – 4:00	Circle
Five Supporting ECD in the Community	8:30 – 9:30	Circle Time
	9:30 – 10:00	Follow your Child’s Lead Practice
	10:00 – 10:15	SHORT BREAK
	10:15 – 11:15	Community Implementation and Partnerships
	11:15 – 1:00	Knowing the Trainers Guide
	1:00 – 2:00	LUNCH
	2:00 – 3:00	Implementation Logistics
	3:00 – 4:00	Post-Test, Evaluation and Certificate Ceremony



FOR THE BEST



2016 PATRICK

BATTLE AXE MINISTRY INTERIM
aka: Kings Family Church

Day 1

Early Childhood Development



The first 1000 days of children's lives offer vast and exciting opportunities for caregivers to establish foundations that will enable the child become the best that they can be. The power to enhance outcomes for children aged 0-2 years lies in very simple things – loving relationships, good nutrition especially breast feeding, safety and protection, hygiene, health (including immunization and WASH) and people to laugh, talk and play. This package of simple things is called Nurturing Care.

Welcome. Let us start the exciting journey to understand Nurturing Care together. It will be a lot of fun.

Pre-session Registration and Pre-Test

30

Materials



- Welcome table with registration and sign in, workshop folders and pre-test
- Pre-test number cards in a bowl

Make and Take

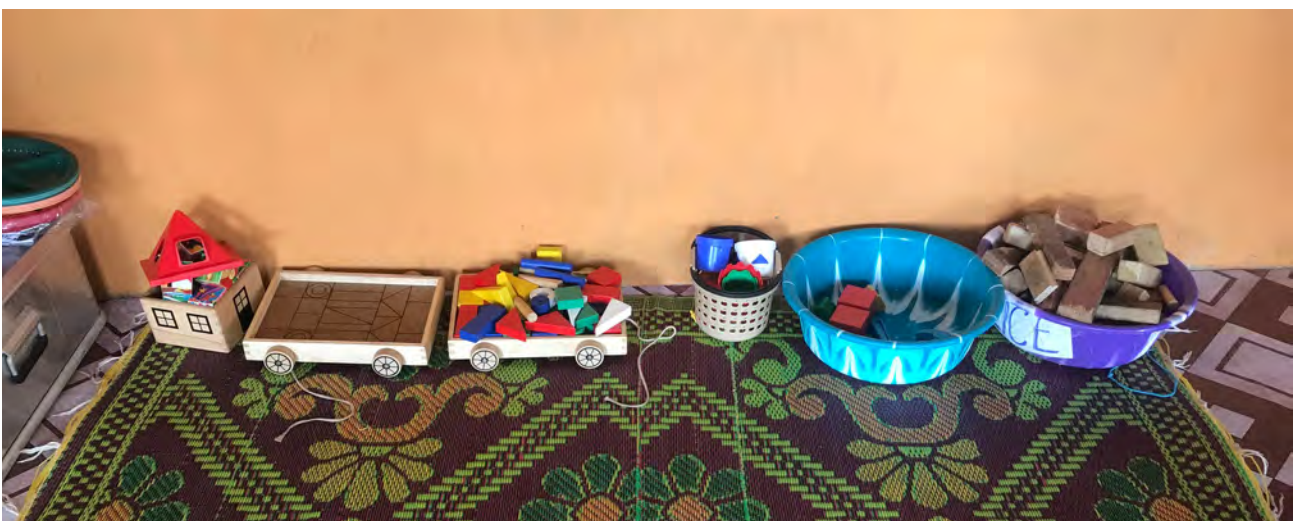


- Using squares of paper or index cards, create individual number cards 1, 2, 3 up to the number of participants. Place the cards in a bowl.

Activity



- Ensure the workshop hall is clean, and tables are arranged in small groups for collaborative learning with large floor space available for circle
- Set up the welcome table with registration forms and workshop folders before participants' expected arrival time
- As people register, ask them to pick a secret number from the bowl
- After everyone has completed the registration process, provide the pre-test and say "please help us assess the impact of this training by completing a short pre-test. You will write your secret number in the box at the top right corner of the pre-test. Please keep that number in a private place or remember it as you will need to write it on your post-test at the end of the week"
- Ask participants to circle Pre at the top of the page. Read the pre-test instructions and go around to assist participants as needed
- Invite everyone to the circle area



Day 1

Session 1: Circle Time

 60 Minutes

Materials



Flip chart, markers, large scarf, all 4 homemade shakers, drops of vanilla essence or sweet smelling local fruit in a covered bowl with small holes at the tops (seal the hole with tape to be removed later), yarn

Make & Take



None

Activity



- Sing a welcome song and ask participants to say their name and mention their favourite person
- Ask everyone to sit on the floor. Peel the tape off the vanilla essence or fruit bowl and pass it around for participants to sniff. Tell them not to say what it is
- At the end, ask “what do you think is in the bowl?” and encourage a group response
- Ask “how do you know what it is?” encourage a group response and then say “you know because you have experience. How did you get the experience to know what it is without seeing it?” Allow group responses
- Say “we are going to be learning how to create positive experiences for children 0-2 years so that those experiences will help give them the foundation to become the best they can be in life”
- Shake each shaker and pass them around for participants to test the different sounds. When you get them back, place them side by side, say “hide and seek” as you slowly pull the scarf over them
- Ask where a particular bottle is and as participants’ guess, whip off the scarf quickly, pick up the shaker, say “there it is” and clap. It does not matter if the answers are right or wrong. Repeat the game for a minimum of four times
- Spin each shaker so they end up before random participants. Invite participants to mention their favorite songs and sing two of the songs using the shakers as musical instruments

Activity



- Say “we need to agree on how to behave so that we can work well together. What behaviours do we need to see?” and record agreed behaviours on flipchart paper
- Say “we will have this on the wall to remind us and we also have to remind each other if anyone forgets. They are not many so in a few days, we will all know them and then we won’t forget anymore”
- Sing a body part song slowly, with actions and have participants stand up and move each body part to the song (as much as possible, use local songs or make up your own)



Facilitator’s Note: Ensure to pay attention through the day and regularly commend your participants for keeping the agreements. You would say e.g. “I like how you have all kept your phones silent. That is one of the agreements. Well done”



Session 2: Early Childhood Brain Development

 30 Minutes

Materials



Flip chart and markers

Make & Take



None

Activity



- Put participants into groups of 4-6 by assigning numbers. Ask them to shake hands or greet one person next to them and say “This is your partner for today. Your job is to observe them to find something positive that you can say about them at the end of the day. It cannot be related to their physical looks or clothing so you have to pay attention to catch them doing good”
- Ask the groups to think about and discuss the daily positive practices and/ or actions that people do in their communities to help children develop well between birth and age 2
- Allow 10 minutes and then ask for and record contributions on flip chart
- Assign one different contribution from the flip chart to each group, distribute chart paper and markers and ask them to think about how the practice or action supports child development. Allocate 5 minutes and take presentations from each group
- Ask “what is one negative practice done in the communities that may hinder the development of children aged 0-2?”
- Record contributions on the flip chart
- At the end, invite participants to post their chart paper in the circle area

Key Messages



Emphasize the following and allow for questions

- Child development is supported or delayed by the actions of caregivers and the resources available in the community
- Positive actions from caregivers and supportive communities enhance child development
- It is important that caregivers and communities understand the positive things required to help young children develop well
- ECD workers play the important role of educating caregivers and communities to apply the positive actions and environments required to support the development of their young children

SHORT BREAK



Session 3: Making Brain Connections

 60 Minutes

Materials



1 ball of yarn

Make & Take



None

Activity



- Invite the group to stand, forming a circle
- Say “You listed some positive practices needed to help young children develop well. Think about our circle time and the need for children to gain experience. What practices or actions enable new born babies and children up to 2 years, gain the positive experiences they need?”
- Take a few responses and say “Very good. Now we are going to make a web with these actions. You may choose from the list of positive practices on the chart paper”
- Explain the web by saying “I will start by saying something I can do, wrap a piece of the yarn around my finger and then throw the yarn to someone else who will say what they can do, wrap a piece around a finger and throw it to another participant”
- Say “I sing to babies”, wrap a piece of the yarn around a finger and throw it to another participant. After the string has gone around to every participant, stop the activity and say
 - In the first 1000 days i.e. from pregnancy until a child becomes 2 years old, all these positive actions that we mentioned here, work very fast to build strong connections in the child’s brain. This is called early childhood brain development
 - If these brain connections are strong, they support other stronger and heavier connections as the child grows
 - If these brain connections are weak, they cannot adequately support stronger connections as the child grows
 - Look at our child’s brain web. Our loving and caring actions have helped build strong connections in our child’s brain. This is the foundation for what our child will become

Activity



- Ask “who is responsible to build this strong foundation for our child?” Don’t take any answer but immediately ask “who is holding the string?”
- Point to each participant and say “you, you, you” until you come back to yourself and say “me”
- Say “now let us see how to make the connections stronger. I read to my baby on Sunday”
- Throw the yarn to someone across from you and ask the person to repeat your action i.e. “I read to my baby on Tuesday”
- Continue back and forth with the same action and participant for every day of the week
- Say “see how the brain connection grows stronger when the action is repeated daily”
- Invite participants to carefully lay the web on the floor

Key Messages



Emphasize the following and allow for questions

- Positive experiences like love, play, singing, smiling, talking, clapping etc. combined with good nutrition, health, and protection work together to support strong early childhood brain development
- Strong brain development means that children will have a better chance to do well in school, succeed in life and help the family and society in the future
- Caring relationships with responsive caregivers is the most important element required to organize and secure the positive experiences young children require to develop well

Session 4: Nurturing Care Framework

 105 Minutes

Materials



Large printed Domains of Nurturing Care poster (or photocopy from page 63 in the appendix), chart paper to cover the face of the poster (leaving a small part open)

Make & Take



- Wrap the copied picture of poster as described above

Activity



- Put participants into groups of 5 to 6 people by assigning numbers.
- After every group has settled down, show the covered picture and say “can you help me please?” to each group, pausing for them to try and guess or ask what you need
- After every group has had a guess, take off one quarter of the covers and show it around again. Repeat “help me” to every group
- After the second showing, ask “Why are you not helping me? Take a few answers and then unwrap the whole picture
- Explain by saying
 - There are 5 important parts that must work together to help babies and very young children develop well
 - Unless adults see the full picture, they cannot bring these 5 important parts together. This means that although adults want to help children do well, if they don’t know all the important things required, the help they provide may not be adequate
- Point to the picture and say
 - These 5 parts here add up to what is called the domains of nurturing care. They are made up of Health including WASH, Nutrition, Responsive Caregiving, Protection and Safety and Early Learning
 - All over the world, studies have shown that inadequate help in any one part, can result in slowing down or damaging children’s development
 - All over the world, the studies also show that children who get help in all the 5 parts learn better in school, live healthier, earn more money when they grow up and contribute more to their families and society

Activity



- Assign one domain of nurturing care to each group and ask them to discuss and/or list the specific services that children need and where to get them. (You will likely assign at least one domain to two groups, depending on the number of participants)
- Allow 20 minutes for discussion and go around to provide support. Give each group 5 minutes to present and lead large group discussion by asking “which domain of the picture should be in charge of making sure that all the other parts come together for the child”. Keep asking until most of the participants say “responsive caregiving”

Key Messages




Emphasize the following and allow for questions

- The package of nurturing care is made up of health including Water, Sanitation and Hygiene (WASH), nutrition, responsive caregiving, protection and safety and early learning
- Ensuring every young child receives the complete package directly increases their potential for overall development
- When caregivers and communities understand the 5 parts of nurturing care and the importance of the full package for children’s development, they are better equipped to support their children
- The first step to achieving holistic child development is to inform and educate caregivers and communities

LUNCH



Session 5: Practical Play – ECD Kit

 90 Minutes

Materials



ECD Kits, needs and activities chart

Make & Take



- Table with needs and activities on flip chart

Needs	Activities

Activity



- Ask participants to pair up and give them 15 minutes to explore the contents of the ECD kit
- After the allotted time, ask pairs to select a few toys to play
- Say “we are going to practice how to follow a child’s lead in play”
- Ask pairs to sit on the floor and play with the toys, alternating roles of child/ caregiver for at least 10 minutes per role
- Go around to coach pairs, helping the “caregivers” wait patiently for their child to make an action, sound or word before they respond. Support the play, allow a maximum of 10 minutes and ask pairs to switch roles
- Allow another 10 minutes and have the groups return to their seats
- Post the needs and activities chart, have 3 pairs come together to make groups of 6 and tell the participants they are going to explore how to support development from 0 – 2 years
- Assign one age group below to each group. (If you have 8 groups, 2 groups will be assigned the same age)

Birth	–	1 week
1 week	–	6 months
6 months	–	12 months
12 months	–	2 years

Activity



- Provide chart paper and markers to each group and allocate 10 minutes for the participants to develop a list of the needs of children in their assigned age and the actions and/or activities responsive caregivers should provide to support the needs. Remind them that contributions should be based on their own experiences and or observations.
- Allow 2 minutes for each group to present their lists

Key Messages




Emphasize the following and allow for questions

- As we have already seen, children develop differently based on the nurturing care they receive
- Missing aspects of nurturing care, e.g. having poor nutrition, hinders children's development
- Caregivers and communities need to challenge any harmful cultural practices in order to make sure that every child born to the community is provided the full package of nurturing care through ages 0-2
- This is the only way to ensure a strong and prosperous Mama Salone for the future



Session 6: Circle Time

 30 Minutes

Materials



Exit questions on flip chart paper, notepad and pen

Make & Take



- Write the following questions on flip chart paper

EXIT Slip
2 things I learned today?
1 thing I have questions about?

Activity



- Post the chart paper with exit questions on the wall, invite participants to circle time and guide them to respond to the questions
- Write any questions that may arise on your notepad and inform them that questions will be discussed the next day
- Have participants take turns to share one positive comment for their partners
- Homework:
 - Ask participants to think about how what they have learned today might change their families and community if everyone had the same knowledge. Have them work alone or with friends to record their thoughts using any method that works for them
 - Also ask them to bring their home sourced materials the next day
- Sing a goodbye song to end the day



Facilitator's note: Find a way to preserve the web. You may take a photo and print it, cover it with clear plastic and tape the edges down, have an interested participant represent it in a drawing on flipchart etc. Also, invite half of the participants to remain behind in order to wash and organize all the toys used and clean the room



Day 2

Strengthening Caregiver and Community Capacity



Strong positive relationships with caregivers give children a sense of safety, security and belonging, contributing to the strong brain connections that support children's exploration and learning. This foundation helps build children's skills to cope with challenges in life.

Building positive relationships mean caregivers play, communicate, guide and carefully nurture children using kind daily practices to mold them into their best selves. Opportunities to help caregivers understand the importance of their role in children's lives, as well as learn kind methods to guide children, equips them to make the necessary difference in their children's lives.

One step at a time, one day at a time. We are building knowledge to support positive caregiver practices. Welcome to day two. Be prepared to have fun.

Session 1: Circle Time

 60 Minutes

Materials



Homemade doll, sock puppet, local baby massage oil or cream

Make & Take



- Get an empty container or a small quantity of any local oil or cream (like Shea butter) used for child massage

Activity



- Announce for participants to bring their babies and socks, and start singing the same welcome song as you move towards the circle area. Make sure to mention or pause slightly to allow every participant say their name. Be happy and maintain a smile
- Ask everyone to sit on the floor, pull a sock over one hand, hold their baby in the other, make eye contact and sing the welcome song to their baby. Tell them to use their baby's name, maintain eye contact and gently touch their baby (face, hair, arms etc.) with the sock puppet
- Guide participants to smile at their babies and maintaining eye contact, slowly lift them up in the air while repeating "taking (baby's name) up, up, up" and then slowly lower them while saying "bringing (baby's name) down, down, down"
- Ask participants to wait for a few seconds for baby's direction (either the baby will look at them, or jerk slightly, or move an arm – meaning "do it again I like it" OR baby will look away, or look about ready to cry – meaning "stop, I don't like it"). Participants should follow their baby's needs to either repeat the actions, or do another action, keeping eye contact and following baby's direction at every turn. Repeat actions for a minimum of four turns
- Pick up the massage oil container and ask participants what they would use for baby massage. Take a few responses and guide them to take off their puppet, pour some oil in their hands and gently massage their baby. Remind them to maintain eye contact, carefully watch to hear the baby's directions and talk softly to the baby about what they are doing, using the correct names for things e.g. "this is Shea butter, I am massaging (baby's name) arm with Shea butter, smooth, gentle ..." etc.

Activity



- Say “when caregivers keep their eyes on their young child’s face, they become better at observing to hear what their child is telling them. Following children’s lead helps them feel valued and respected. This is important to build strong brain connections”
- Read each agreement posted on the wall and remind participants to keep practising. Say “let us remember and also remind each other if anyone forgets. The more we practice, the better we get at remembering”
- Ask participants to explain to their babies that they will put them down for a few minutes because they have to prepare to move, and then to put the babies down



Facilitator’s Note: Remember to pay attention through the day and at least 2 times in the day, commend your participants for keeping an agreement on the list



Session 2: Infant Massage Practice

 30 Minutes

Materials



Massage oil, homemade dolls

Make & Take



None

Activity



- Pair participants up and tell them this is their partner for the day. Remind them to pay attention to catch them doing good
- Tell the group they will work with their partner to practice following the baby's lead during massage, switching caregiver-baby roles. They may use their partner's hand as a pretend baby or a homemade doll for the practice. Remind them to tell their babies what they are going to do before they pick them up e.g. "I am going to pick you up now and we are going over near the window to practice baby massage. Are you ready?" etc.
- Say "start by explaining what you are going to do to your baby, wait a few seconds for the baby to look at you and then gently start the massage, stopping and waiting for an action, sound or word before you continue. Remember to talk to your baby"
- Allocate 10 minutes for each role and have pairs start the activity
- Go around and support the interaction by reminding the caregivers to wait and follow their child's lead. If the baby looks away repeatedly, turns away or begins to fret, s/he is saying "I don't like it". Caregivers should say "you don't like this massage?" and "You want me to stop the massage?" and "I am stopping the massage" and then wait for eye contact and try something else like a gentle tickle, observing carefully to follow the child's lead
- Ensure the role switch happens after 10 minutes and continue to go around and give support. Remember that this is an unnatural and uncomfortable process for adults who have not previously known to do this. Provide encouragement and support to your participants

Key Messages



Emphasize the following and allow for questions

- In many communities, most of the attention and submission is given to the head of the home rather than shared with children aged 0-2. Unless young children have a good share of the attention and submission, however, they are not receiving the full nurturing they need
- Being attentive and submitting positively to young children helps build emotional capacity and self-esteem, which are extremely important for child development. This does not mean having children dictate to adults. It simply means children contributing their thoughts to guide adults in the things that concern them
- Taking the time to inform infants of what is to be done to them and pausing for eye contact or permission, helps them understand one of their basic human rights, that is, that their bodies belong to them. This is important to help children gain a sense of security and learn important skills which they will need to value and protect themselves
- Following children's lead in play, helps support a lasting, secure and trusting caregiver-child relationship. This matters very much for child development

SHORT BREAK



Session 3: Attachment Relationships

 60 Minutes

Materials



Flip chart, markers, 4 - 8 blindfolds (depending on the size of your group)

Make & Take



- None

Activity



- Put participants in groups of 5-6 by using numbers and say “We are going to continue looking at why caregivers are very important in a child’s development”
- Ask each group to choose 1 volunteer who will be blindfolded
- After all the volunteers have been blindfolded, say “volunteers I want you to fall backwards on my count of 3. Trust that your team members will catch you.”
- Count to 3 and look around to see how many volunteers allow themselves to fall backwards. Make no comments about any volunteer who does not do so
- Ask each team to place 1 chair in the middle and help the blindfolded volunteer to climb up on it
- After volunteers have climbed, say “I will count and again, I want you to fall backwards on my count of 3. Trust that your team members will catch you”
- Count to 3 and look around to see how many people throw themselves backwards
- Invite everyone to clap for all volunteers as they take their blindfold off and ask everyone to return to their seats
- Ask the following questions “for those who fell backwards, what gave you confidence to do so?” Take one response from each. “For those who did not fall backwards, what was your fear?”
- Ask the teams to return to their places and assign one half to discuss and list caregiver behaviours that will help children feel secure to fall backwards without a need to look. Ask the other half to discuss caregiver behaviours that will make children afraid to fall backwards without looking. Allow 5 minutes and ask each group to present briefly

Key Messages



Emphasize the following and allow for questions

- When babies are born, they depend on their main caregivers for survival, just like the volunteers depended on team members to catch them
- When caregivers **consistently** respond kindly to meet their needs, the child learns “I am safe, I am secure, I am protected, I matter”. This sense of security helps make the brain connections strong and gives children inner confidence to face life
- When caregivers consistently respond **unkindly** to a child’s needs, the child learns “I cannot depend on anyone, no one cares for me, I am not important”. This sense of aloneness creates fear in children. It weakens the brain connections and makes children more afraid to face life
- When caregivers respond **inconsistently**, sometimes kind, sometimes harsh, sometimes ignoring, the child learns “I am not sure I can trust, I am not sure if I am safe or secure, I am not sure if I will be protected. Not being sure either way, creates stress and anxiety which can attack and damage strong brain connections and lead to health problems
- It is important that caregivers provide a consistently loving and caring relationship with their children. This does not mean that caregivers do not feel anger sometimes. It means that caregivers control themselves and respond kindly to situations, in a manner that helps the child learn without losing the sense of safety, protection and love



Session 4: Making Toys

 105 Minutes

Materials



Flip chart, markers, masking tape, 2-3 large tables with homemade toy samples and toy making materials, 2 jugs full of water, Toy Quality Guide chart, Age Group chart

Make & Take



- Toy Quality Chart

0-2



Safety

1. It cannot fit into a toilet paper tube
2. It does not have sharp parts or edges
3. It does not have cords
4. It is not breakable
5. It does not separate into parts that will fit in a toilet paper tube

Play Value

1. It is fitting for the child's age
2. It looks attractive
3. It is interesting (sounds, changes colour etc.)
4. The child can practice a skill (thinking, making sounds, moving body part, grasping, lifting head, sitting, crawling etc.)

Hygiene

1. It can be washed with soap and water

Activity



- Explain by saying “Caregivers do not need to buy toys. Materials children need for play are mostly available in homes and the environment.”
- Ask participants “What items can children safely use for play at home?” and list suggestions on flip chart
- Post the toy quality chart and read each section and bullet. Ask if participants have other safety considerations they would like listed and record those on the chart
- Ask participants to bring the materials they brought from home and direct them to go over to the toy making tables, add their materials and then choose items to create. They will make a minimum of one toy for each posted age group of children. Post the age group chart in the toy making area
- Remind participants to use the toy quality guide to consider the toys they are making and allocate 40 minutes for the activity
- Take presentations from a few participants. They have to indicate the toy safety, hygiene, play value and age of the child

Key Messages



Emphasize the following and allow for questions

- Research shows that young children learn best through play. Remember that brain connections are based on young children's experiences. Play is a natural way to provide those positive experiences
- Toys and materials provided to young children should be safe, stimulating and engaging. Caregivers are included in the list of engaging and stimulating materials that young children need, as their faces, hands, clothing, safe jewellery etc. as well as their positive communication are more important than toys
- Engaging and stimulating materials do not need to be purchased but can be developed by caregivers and communities using local resources, ideas and recycled items. This is valuable as children get to play with materials that are meaningful to them
- Although the ECD kit provides a starting supply of materials to support play, caregivers and communities must, over time, develop local materials to replace lessening items in the kit. The local items can be more valuable as they support culturally relevant play

LUNCH



Session 5: Practical Play and Communication 120 Minutes

Materials



Flip chart, markers, homemade toys, Age Group chart, 8 soft balls

Make & Take



None

Activity



- Invite the participants to stand together in their groups and give each group 1 ball
- Ask them to make up a game with the ball and play in their groups. Allow 15 minutes
- Stop the games and assign one age group to each team. Ask them to adapt the game to enable age appropriate play with the ball. Have each member take 3-minute turns playing the role of caregiver. Set your timer and announce role switch times
- Observe for a few minutes and if groups are still standing, remind them that they should be at the children's level. This means sitting on the floor, kneeling or squatting
- Go around to encourage and ensure all the participants are engaged. Coach caregivers to talk about what the children are doing with the ball e.g. "its your turn. You are holding the ball. Throw the ball" and to show excitement both in their voices and by clapping and smiling
- Ask "How did your children show you the game they wanted to play with the ball? Did you remember to follow their lead? Remember, follow their lead"
- Allow 30 minutes for the game and ask each team to share how they adapted their game for the children's age and give one example of how they followed the children's lead
- Ask groups to break into pairs, choose some of their homemade toys and practice age appropriate play with the different age groups, starting with 0-1 week. Allocate 10 minutes for the first caregiver role session and announce the time to switch roles
- Remind caregivers to follow the child's lead and talk about the child's actions, naming everything

Activity



- After 10 minutes, ask pairs to switch roles
- When both partners have had a turn, ask participants to choose a different partner and different toys to practice with, taking 5-minute turns

Key messages



Emphasize the following and allow for questions

- It is important for caregivers to call things by their names when talking with young children. This builds their vocabulary and enhances their language skills. For example, in ball play, the word “ball” must be continually used where needed and never replaced with pronouns e.g. “it”
- Caregivers should ensure to play at the children’s level when they engage with them. This means sitting on the floor, kneeling, squatting or bringing the child to a safe, secure higher surface. Playing at children’s level supports eye contact which strengthens self-esteem, thinking skills as children learn to understand facial cues; and language as seeing how the words are formed on adults’ lips, help children gain the skills
- Remember if caregivers have not had experience engaging in positive play and communication and/or if they have grown up not seeing it modelled, it will take time and support for them to gain the skills needed
- Changing negative caregiver and community views to understand and support positive play and the development of culturally relevant play materials for young children will contribute to sustainable societal change



Session 6: Circle Time

 30 Minutes

Materials



Exit questions on flip chart paper, notepad and pen

Make & Take



None

Activity



- Invite participants to circle time and guide them to respond to the exit questions
- Write any questions that may arise on your notepad and remind them that they will be discussed the next day
- Have participants take turns to share one positive comment for their partners
- **Homework:**
 - Ask participants to think about how they can bring what they have learned in the past two days to support positive change in their families and community. Have them work alone or with friends to record their thoughts using any method that works for them
 - Ask participants to think about examples of positive and negative caregiving practices that they have observed in their communities
- Sing a goodbye song to end the day



Facilitator's note: Invite the second half of participants to remain behind to wash and organize all the toys and clean the room

Day 3

The Nurturing Care Framework



Establishing support structures to ensure that every child can reach their best potential is a human rights issue. The Nurturing Care Framework provides the critical domains of service provision required to ensure this goal. They are: Health (including WASH), Responsive Caregiving, Nutrition, Security and Protection and Early Learning.

Public enlightenment is the key starting point towards strengthening family and community capacity. Gaining the knowledge to become an effective ECD advocate is the beginning of your contribution to advancing nurturing care and protecting children's rights. Welcome to day three and thank you for your partnership to support ECD.

Session 1: Circle Time

 60 Minutes

Materials



3 sets of the UNICEF Picture books

Make & Take



None

Activity



- Ask participants to choose a partner and come to circle
- Have everyone sit down and then show two picture books and ask participants to show which they want, without using words
- Work hard to understand and identify which book most participants want and then ask the group to move closer
- Open the picture book, show the pictures round and say “show me what you like here”. Describe the various things the participants point to, and weave it all into a story, using your own words
- Make sure you show the pictures around so all participants can see
- Explain by saying “it is important for babies and young children to hear lots of words, everyday. One of the ways to do this is for caregivers to tell stories or read books. Caregivers do not need to read the words in a book. Following their baby’s interest in the pictures and using their own language and words to make up a story is more enjoyable and of more benefit to the baby”
- Ask participants to choose a book and practice picture reading with their partner, adopting and switching caregiver-child roles. Remind them to pay attention to their child’s eyes and tell the story based on what they are looking at. Go around and encourage pairs to relax and have fun
- After each member of the pairs have had a turn in both roles, refer to and read each agreement posted on the wall. Remind participants to keep practising. Say “you are so much better at remembering our rules. Well done. Let us keep reminding each other if anyone forgets. The more we practice, the better we get”
- Ask participants to explain what is next on the schedule to their babies e.g. “we are going to stand up and head over to our seat now. Everyone is going. Are you ready ...?”

Day 3



Facilitator's Note: Remember to pay attention through the day and at least 2 times in the day, commend your participants for keeping an agreement on the list



Session 2: Supporting Language Development Practice

 75 Minutes

Materials



UNICEF picture Books

Make & Take



None

Activity



- Pair participants up and tell them this is their partner for the day. Remind them to pay attention to catch their partners doing good
- Tell the group they will work with their partner to practice following the infant and toddler's lead while reading a picture book or telling a story. They will take turns as they have been doing in the past days. Remind them to explain what they are going to do to their child and give them a choice of book or story telling
- Say "put a picture book up beside your face and ask - would you like to read this book (move the book forward) or have me tell you a story?". Wherever the child's eyes return most (the book or your face) is the preferred choice
- Assign 2 age groups to pairs and have each pair pick a book and practice giving their child a choice. This should take no longer than 2 minutes
- Allocate 7 minutes for each role and set your timer for the first 7-minute session role play
- Go around and support the interactions by reminding caregivers to wait and follow their child's lead. Say "if your child looks at a picture, stay there, point to and describe what the child is looking at. Stay until the child's eyes are no longer interested and move to the edge of the page, before you turn it". Model how to follow the child's lead if needed
- At 5 minutes, tell the participants that they need to inform their child that the book reading will end in 2 minutes and then in 1 minute
- Ensure the role switch happens after 7 minutes and continue to go around to give support and encourage the group. At 5 minutes, remind the caregivers to give their child the 2 minute and 1 minute count down before ending the session

Key messages



Emphasize the following and allow for questions

- Young children need to hear a lot of words in order for their language to grow. Story telling, picture book reading, singing, rhyming as well as friendly face-to-face communication and conversations with children are key ways to support children's language development
- Home language is the most important language to use, as research shows that when children are strong in their home language, they will be better able to learn another language and also learn generally
- Caregivers should remember to follow their children's lead when reading. This means turning the page or reading the words only when the child wants to do so. Following children's eyes, focusing on the pictures and making up the story using words in the home language is more important in reading
- Remember each session must be fun and engaging for young children rather than stressful or test like

SHORT BREAK



Session 3: Exploring Community Caregiving Practices

 60 Minutes

Materials



Flip chart, markers, masking tape, caregiving practices chart

Make & Take



- Create the chart below on chart paper on the flip chart stand

Positive caregiving practices	Negative caregiving practices

Activity



- Summarize the main learning identified at closing circle and present one key question from among those posed during the same circle. Take a few responses from participants and if necessary, provide an additional response
- Invite no more than three participants to share their thoughts on how awareness of what they learned on day two may impact their families and communities
- Create small groups by merging 4 pairs (you will have 8 members per team) and ask them to brainstorm and develop a community caregiving practice scenario
- Assign negative caregiving practices to one half of the groups and positive caregiving practices to the other half. Allocate 15-minutes for them to discuss and list the specific practices they have observed in the communities
- After the allotted time, ask each group to develop a 3-minute skit showing one or two of their listed practices
- Invite each group to present their skit and at the end of each presentation, lead the large group to identify the negative or positive practices observed
- Record the contributions under the appropriate heading on the prepared flip chart and at the end, allow a few minutes for any additional thoughts

Session 4: Positive Guidance

 105 Minutes

Materials



- Flip chart, markers, Positive guidance scenarios (page 64 in appendix)

Make & Take



None

Activity



- Lead large group discussion by saying “take a few minutes to think about everything we are learning and consider the impact of the listed negative caregiving practices in our communities”. Allow a maximum of 5 minutes
- Assign one or two (depending on the contributions) negative practice(s) to each group and ask them to identify the steps needed to change them. Allow 15 minutes for discussion and take presentations
- Say “adults sometimes want to change their practices but find it difficult because that is the only way they know. They need to learn and practice different ways of relating with children”
- Allocate one positive guidance scenario to each group, give them 5 minutes to develop it into a skit and invite each group to act out their scenario
- Lead group discussion at the end of each re-enactment by asking “What is a positive, brain development supporting caregiver response?” Take a maximum of two suggestions and allow 1 minute for one contributor to come forward and act their response

Key messages



Emphasize the following and allow for questions

- Caregivers often have standards that they want their children to live by. Having a few of those standards developed into age appropriate rules helps children learn the expected behaviours through practice. Like we are practising here, it is important that the rules remain the same over an appropriate period of time
- As children practice daily, they gain the skills to stop and change their own behaviour. This means caregivers are successful at helping children gain the skills they need to live responsible lives that the community would be proud of
- When caregivers recognize negative child behaviours as an opportunity to help them practice, it will enable them to provide gentle reminders and guidance, to further practice of the needed skills
- For positive child development, children developing the skills to change their own behaviours is extremely valuable whereas children learning to hide the behaviour from their caregivers while they continue to do them where they cannot be seen, is negative

LUNCH



Session 5: Session 5: Responsive Caregiving Framework

 90 Minutes

Materials



Flip chart, markers, Responsive Caregiving chart paper, masking tape

Make & Take



- Responsive Caregiving chart paper

Responsive Caregiving
This means:
1. Consistent loving relationship
2. Safe environments
3. Protection
4. Play
5. Communication

Activity

- Post the Responsive Caregiving chart and ask the participants to mention how the brain connections were made in the web activity
- Take several responses and then summarize by saying
 - The first 1000 days of life, that is from the first second of pregnancy until about age 2 is the time when brain connections happen fastest and easiest. As we have learned, although every child will develop at his or her own pace, the relationships and experiences that they have in the first 1000 days help build the strong brain connections that they will need for learning and life
 - Good nutrition is important to support brain development and breastfeeding also helps strengthen the baby's body to fight sickness while building caregiver-child bonds
 - Caregivers need to be responsive in order to adequately support their children's development. Responsive caregiving means that caregivers provide children the following 5 important things:
 - a) Consistent loving relationships
 - b) Safe environments
 - c) Protection
 - d) Play
 - e) Communication

Make & Take



- Assign one topic on the flip chart to each small group, provide chart paper and markers to each group and ask them to discuss what their topic means and how caregivers can provide the requirements for children. Allow 20 minutes for discussion
- Give 10 minutes each for groups to make their presentation and post their chart on the wall

Key messages



Emphasize the following and allow for questions

- **Safe Environment:** means making sure the area where baby will be exposed to and materials that baby will handle are clean and safe. Babies explore by putting things in their mouths. Objects must not fit into the toilet paper tube. Anything smaller may be a choking hazard
- **Protection:** ensuring young children are protected from violence, strong anger and harsh words even if it is not directed at them. These create fear, anxiety and stress, damage brain connections and may lead to health problems in life
- **Play:** Ensuring that from birth, children have opportunity to enjoy using their eyes, ears, arms, hands and legs. Babies and young children learn by touching, tasting, dropping, throwing, shaking and manipulating materials and the environment. Caregivers must make sure that only appropriate and safe materials are left at the level of babies and young children so they can safely explore without being scolded
- **Communicate:** Ensuring that babies and young children are spoken to frequently. Caregivers need to talk to babies during pregnancy and continue after birth. Using soft crooning voices helps get the attention of young children, helps them feel safe and bond with their caregiver and helps children learn language. The more conversation, singing, rhyming, story telling children hear when they are young, the more words they will know when they start talking. Knowing a lot of words mean children can learn better in school

Session 6: Closing Circle

 30 Minutes

Materials



Exit questions on flip chart paper, notepad and pen, copies of the Progress Tracker

Make & Take



None

Activity



- Invite participants to circle time and guide them to respond to the exit questions
- Write any questions that may arise on your notepad and remind them that they will be discussed the next day
- Have participants take turns to share one positive comment for their partners
- Homework:
 - Ask participants to think about how they can bring what they have learned in the past three days to support positive change in their families and community. Have them work alone or with friends to record their thoughts using any method that works for them
 - Provide copies of the Progress Tracker to all and ask them to choose a partner, get together later to look through the Progress Tracker and also practice some of the positive guidance strategies that were discussed during the day
 - Also ask everyone to bring a transparent scarf for morning circle
- Sing a goodbye song to end the day



Facilitator's note: Invite the first half of participants to remain behind to wash and organize all the toys and clean the room

Day 4

Implementing Community Based ECD Interventions



Supporting strong brain connections demands intentional organization of partnerships and services to strengthen the capacity of caregivers to meet the child development needs of their children aged 0-2 years.

Various methods and tools must be chosen for implementation and used to assess the baseline, structure supports and follow up and measure progress.

Your work in the community ensures all children can receive the supports they need to have strong brain connections and become the best they can be. Welcome to day four and thank you for your commitment and dedication.

Session 1: Circle Time

 60 Minutes

Materials



1 large transparent scarf

Make & Take



None

Activity



- Sit in the circle area and start singing the same song you have used at the start of morning circle every day
- When all the participants arrive, say “this morning, we are having circle for children 6 months – 2 years old who can now crawl, toddle and move around. Now we need to include movement in our circle activity to support their development”
- Sing any local song you know that requires a dance or add a dance to any song you know. Encourage participants to dance and shake different parts of their body and repeat the song at least three times
- Sing the head and shoulders song, with actions, 3 times. Start slow for the first time, a bit faster the second time and faster yet, the third time
- Invite participants to contribute songs and activities to do with the age group and repeat each song or activity three times
- Invite one participant to sit in the middle of the circle and cover his/her face with your scarf by showing it and saying “I am going to cover your face”. Wait for a few seconds to observe if the participant shows any dislike and if not, put the scarf over
- Ask all the other participants to hide their faces, clap your hands and sing or say the local song for hide and seek. At the end, gently but speedily, lift the scarf off and say “where is (a participant’s name)” and walk with the child to find her or him
- Repeat this 2 times with the same participant in the middle, each time seeking the “child’s” permission before covering his or her face
- Read each agreement posted on the wall and remind participants to keep practising. Say “remember the more we practice, the better we get at remembering”
- Ask participants to pair up and explain to their 6 month – 9 month old babies that they will be moving with them to play in another part of the room



Facilitator's Note: Remember to pay attention through the day and at least once during the day, commend your participants for keeping another agreement on the list



Session 2: Active Play Practice

 30 Minutes

Materials



Transparent scarfs

Make & Take



None

Activity



- Announce for participants to bring their scarves to the session
- Pair participants up and tell them this is their partner for the day. Remind them to pay attention to catch them doing good
- Tell the group they will work with their partner to practice following the child's lead in active play. Remind them to explain what they are going to do and wait for their child's permission (eye contact, sound, word) before starting
- Inform the pairs that they can each choose a specific age within the 6-24 month bracket and inform their "caregiver" of their age before the play starts. Each pair may decide on an active game to engage in using their scarves, with caregivers remembering to follow the child's lead
- Allocate 10 minutes for each role and set your timer for each session. Remind caregivers to count down 3 more turns, 1 more turn and last turn before ending the session with their child
- Go around and support the interactions, coaching any participants that may still show shyness or reluctance

Key messages



Emphasize the following and allow for questions

- As babies begin to crawl, toddle and walk, caregivers must adapt their play and communication as well as the environment, to fit their child's developing ability and need for movement
- Young children are not being disobedient when they keep returning to the same place or thing that the caregiver has told them not to do. The connections forming in their brains require that they continue to return to the same problem, which is anything they do not understand, until they solve them
- Responsive caregiving means ensuring that everything within the reach or access of the child is safe and allowed. At this stage, the child will need to touch, pull, push and taste the things they can now reach. Focusing on reasons to say "yes" rather than "no" to the child, will help guide the caregiver on what to remove or leave available within the child's reach
- Caregivers have to be very patient and calm, provide safe environments and fun activities that enable more connections to form rapidly in their child's brain

SHORT BREAK



Session 3: ECD Issues in the Community

 60 Minutes

Materials



Flip chart, markers, discussion topics

Make & Take



Write one of each discussion topic below on a separate piece of paper and fold it into a bowl

- Nutrition
- WASH (Water, Sanitation and Hygiene)
- Health
- Protection

Activity



- Summarize the main learning identified in day three closing circle and present one key question from among those posed. Take a few responses from participants and if necessary, provide an additional response
- Merge pairs to form a total of 4 groups, and allocate one topic to each group by passing the bowl around. Provide flip chart paper and markers and ask groups to brainstorm:
 - Real community issues related to their topic
 - Possible ways to overcome the identified issues
 - Community stakeholders and change leaders who can partner to motivate change
- Ensure every group has a recorder and allow 20 minutes, going around to support and/or guide discussion

Activity



- Give each group a maximum of 10 minutes to present, clap at the end and add the points below if they are missing
 - Change leaders include market women and men association leaders, leaders of religious organizations, known actors, sports people or other accomplished persons with family roots in the community
 - The partnership of community change leaders means increased advocacy for ECD and increased motivation for implementing positive strategies across the community. For example, permission to make a short presentation on child development from the church pulpit on Sunday service or before the Jumat prayer message etc. increases the credibility of your services, making community members more open to the ECD support services offered


Key messages



Emphasize the following and allow for questions

- The health part of nurturing comprises proper prenatal care including family planning and self care, antenatal and child birth care, postnatal care, maternal immunization and child immunizations, mental health support for caregivers, sickness prevention, early detection and proper management of child illnesses
- The nutrition part includes maternal nutrition, early initiation and exclusive breastfeeding, transition to healthy family diet, access to micronutrients as needed, deworming, growth monitoring and supports; and prevention or management of malnutrition
- Protection includes prevention of family violence, protection from harsh treatment or punishment, protection from child abuse and neglect and provision of safe play spaces in communities
- WASH includes safe water, sanitation, prevention of indoor and outdoor pollution and preservation of green environments
- Caregivers play the important role to ensure all the parts, including responsive caregiving, are provided for their own children 0-2 years, while also working within their community to strengthen the overall supports for all children

Session 4: Community Practice Tool

 105 Minutes

Materials



Flip chart, markers, ECD Worker Implementation Package, cardboard paper, sample centre schedule

Make & Take



- Sample Centre Schedule

Sample Centre Schedule
7:30 – 8:00 Centre Set up and Preparation
8:00 – 8:10 WASH
8:10 – 9:00 Opening Circle
9:00 – 9:45 Caregiver-Child Free Play
9:45 – 10:45 Counselling and Discussion on ECD Domains
10:45 – 11:00 Clean up and Closing

Activity



- Distribute 1 copy of the ECD Worker Implementation Package to each participant and put the participants in groups of 4 – 6
- Read all of page 1 (Centre Based ECD Worker Welcome) and then start all over, stopping before the first bullet to explain as follows “this is to remind you of how to behave as an ECD worker”
- Read bullet 1 and give 2 minutes for the participants to discuss what it means to them. Take a maximum of 2 contributions
- Read bullet 2 and give 2 minutes for the participants to discuss what it means to them. Take a maximum of 2 contributions, ensuring to call on different groups
- Repeat the same process with bullets 3 -5, making sure that every group gets an opportunity to discuss their understanding of at least 1 bullet point
- Say “this guide is to help you become professional. In this way, families will trust you and you will be better able to work with them to help their children develop well”
- Guide the participants to turn to page 2 and read the general introduction and the instructions
- If some of the participants can read, invite one to read the Before the Program checklist. At the end, say “this is what you must do before caregivers and children come every program day”

Activity



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- Invite another participant to read the During the Program checklist. At the end, say “these are what you must do during the program. Remember your job is not to teach the children, but to help the caregivers practice how to play and communicate with their children”
- Invite a third participant to read the After the Program checklist. At the end, explain that “these are what you must do at the end of every program”
- Allow 5 minutes for groups to discuss how they will use the to-do list. Take one brief contribution from each group
- Ask the participants to turn to page 3 and you read the general introduction. Explain by saying “the tables you see are to remind you of the learning centres you need to set up and the types of materials you should have in them”
- Read Cognitive Area and allow 2 minutes for the groups to discuss their understanding of the benefits of having the centre and what materials it should contain
- Take 2 brief contributions and read Literacy Area, again allowing 2 minutes for groups to discuss their understanding. Once again, take a maximum of 2 contributions
- Repeat reading the other centres and pausing for small group discussion and feedback
- At the end, read the Space and ECD Kit information and stop for group discussion and contributions
- Ask everyone to turn to page 5 and explain that “the milestones are to remind ECD workers of how children are developing at each stage. They are also to give the ECD worker information that they should share with caregivers to help them know what to expect of their children’s development at each stage”
- If you have participants who can read, invite them to take turns reading each age group. Ensure to stop at the end of each, to allow 2-5 minutes for small group discussion of what the information means and how it be used. If no participant is able or willing to read, do the reading yourself
- Assign one age to each group and give 5 minutes for the participants to develop a 2-minute skit showing how to advise caregivers of their child’s development, using the milestones

Activity



- Invite each group to present their skit and lead a clap at the end
- Settle all the groups and read page 10 (Home Visit ECD Worker Welcome). Start again from the top, stopping before the first bullet to say “this page is to remind you of how to be a professional home visit ECD worker”
- Read each bullet and allow 2-minutes for the groups to discuss what it means to them. Take a contribution from each group
- Guide the groups to pages 11-15 and invite the lead NGO partners to discuss how the tools are currently being used in the communities. Allow 10 minutes for discussions and invite a lead NGO partner to briefly answer any questions that may arise
- Post the centre based schedule and lead large group discussion by asking what schedules the centres follow in the communities
- Allocate 10 minutes for contributions and encourage the participants to freely share their unique situations and schedules
- At the end of the discussions, lead the large group through your posted centre schedule and inform them that this is the new one approved by the Ministry. All centres should now use it
- Allot 15 minutes for participants to create their new centre schedules using cardboard and markers. Remind them that the schedule will be displayed at the children’s level. They should therefore be interesting and easy for children to interpret

Key messages



Emphasize the following and allow for questions

- The ECD worker implementation package contains all the tools and needed guidance for community and home visit program implementation
- The welcome message at the beginning of each section of the package reminds the ECD worker of the standards of professionalism required for the model, either centre based or home visit. The messages are directly related to the specific model. Workers should read the messages regularly for self development
- A directive has been placed in the home visit plan requiring that a consistent home visit pair be assigned to each family. This is extremely important to build trust, provide caregivers and children with quality support and follow up, ensuring that children’s overall development is jointly monitored

Lunch



Session 5: Tracking Play and Communication Progress

 90 Minutes

Materials



Materials: Flip chart, markers, copies of the progress tracker (2 per participant), ECD Worker Implementation Package, 1 copy of the ECD Worker Practice Scenarios (page 70 of appendix), cardboard paper

Make & Take



None

Activity



- Ask the participants to continue in their groups and refer them to the positive play and communication checklist on page 7 of their package
- Assign 10 minutes for each group to read and get a general sense of the positive play and communication coaching checklist and tracker and then distribute the progress tracker copies to all participants
- Say “we are going to practice using the progress tracker” and ask for two volunteers to act out a scenario
- Provide scenario 1 to the volunteers (be prepared to assist by explaining what they need to do) and tell the large group to observe the caregiver-child interaction on their first visit and track their observations using the progress tracker. Remind them to write the date in the month box, on the left column of the form
- Have the volunteers act the scenario and lead the group in a clap for them. Take one participant’s assessment of the interaction as indicated in his or her progress tracker
- Ask if any participant assessed the interaction differently. If so, take 1 or 2 assessments and lead a brief discussion to get a large group decision on the quality of the interaction observed
- Invite the same volunteers and have them act out scenario 2. Repeat the instructions to the large group and the activities in the bullets above

Activity



- Ask participants to work in groups of four – one caregiver, one child and two ECD workers to make up their own scenarios and practice using the progress tracker. Instruct them to switch roles so that every member of the group gets to practice using the progress tracker two times
- Allow groups to keep practising until approximately 10 minutes before the end of the session
- Invite participants' reactions and comments regarding the use of the progress tracker


Key messages



Emphasize the following and allow for questions

- The progress tracker offers a platform to track positive increments in the quality of caregiver play and communication interactions with children
- Caregiver-child play and communication progress should be tracked only once every month either during home or centre based visit
- Caregivers and children will be unable to relax and engage naturally if the ECD worker is obviously monitoring them and recording on a checklist. ECD workers should engage with all participants as usual, paying a little extra attention to observe the families being tracked and, once in a while, making small reminder notes on a notepad at their desk. The notes will be used to help complete individual trackers at the end of the session
- Trackers should be submitted to the NGO partners at the end of every month

Session 6: Circle Time

 30 Minutes

Materials



Exit questions on flip chart paper, notepad and pen

Make & Take



None

Activity



- Invite participants to circle time and guide them to respond to the exit questions
- Write any questions that may arise on your notepad and remind them that they will be discussed the next day
- Have participants take turns to share one positive comment for their partners
- **Homework:**
 - Ask participants to think about how they can bring what they have learned in the past four days to support positive change in their families and community. Have them work alone or with friends to record their thoughts using any method that works for them
- Thank the group for their hard work and lead a children's song that invites clapping and dancing or ask a participant to lead it



Facilitator's note: Invite the second half of participants to remain behind to wash and organize all the toys and clean the room



Day 5

Supporting ECD in the Community



“Nurturing care is what the infant’s brain expects and depends upon for healthy development.”

Worthy ECD worker and advocates, welcome to the final day of your training. Thank you for the knowledge you have contributed and what you are taking away with you. Our communities will grow stronger as we work together to promote nurturing care.

Thank you. Your contributions are highly valued. You are very much appreciated.

Session 1: Circle Time

 60 Minutes

Materials



Make & Take



None

Activity



- Invite the participants to sit in the circle area and ask them to think about a favourite child (theirs, a relative's or friend's), everything that makes that child special and their hope for who the child will be in 20 years. Tell them they will each get 1 minute to talk about their precious child and where they see them in 20 years
- Wait 2 minutes for participants to think and then ask the person on your right to talk about their chosen baby. Pay attention and ensure to keep the contributions brief. Do not allow any one person to monopolise the session
- Add your contribution after everyone has had a turn and say “every child is precious and by simply being born, is entitled to equal chances to become the best they can be in life”
- Mention a few hopes identified by participants for their child and say
 - The knowledge we are building here is the foundation to ensure that not only your precious babies, but all the precious babies of Sierra Leone will be able to reach those hopes in 20 years
- Ask participants what their dream for their country is and take 4 – 8 contributions
- Say
 - The only way for the country to come to its fullness, to achieve your dreams, is to develop critical thinking and innovative children with knowledge to compete with their peers around the world. Children who will lead the country forward
 - It will not work if only a small population of children develop well. This is for all the children of Sierra Leone regardless of socio-economic status or the community where they come from

Day 5

Activity



- Your work as ECD advocates, building caregiver and community knowledge and capacity to support positive outcomes for all children is extremely important. You are contributing to ensuring that your precious babies and those in the community will have the kind of futures you hope for them and more. In this way, Mama Salone will move into the dreams you have for her
- Ask participants to go around, shake hands and say “thank you for promoting nurturing care in our community”. You go round and ensure to personally shake hands and thank everyone



Session 2: Follow Your Child's Lead Practice

 30 Minutes

Materials



ECD Kits and homemade toys

Make & Take



- None

Activity



- Pair participants up and tell them this is their partner for the day. Remind them to pay attention to catch them doing good
- Put participants in groups of 3 and ask them to choose at least two age groups within the 0-2 bracket and any age appropriate toys for play
- They will each take 5-minute turns playing a caregiver, child or observer role. The observer's task will be to witness the interaction and give feedback if needed, to improve the caregiver's ability to follow the child's lead
- Set your timer for each 5-minute switch and go around to support the interactions, modelling how to follow the child's lead if needed
- Remind participants to give their child the count down before the end of the play session

Key Messages



Emphasize the following and allow for questions

- Following children's lead in play is important because it gives them a sense of empowerment and being valued, contributing to good self esteem and overall emotional development. Good emotional development supports strong brain connections
- If caregivers have not themselves benefitted from positive play relationships in their childhood or seen the practice modelled by adults in their communities, if caregivers have been raised in environments where harshness towards children is generally accepted, changing their interactions with their own child will require small steps, time and practice

Key Messages



- As ECD workers and advocates, your role is to become expert in following children's lead in play. This way, you can promote knowledge of its importance, coach caregivers to support their skills and implement the practice in your relationship with your children and children in the community, becoming a role model to change community practices
- Remember to relax and have fun. Remember to help caregivers relax and have fun. The skills to follow children's lead will grow through practice of interactive play with children

SHORT BREAK



Session 3: Community Implementation and Partnerships

 60 Minutes

Materials



Flip chart, markers

Make & Take



None

Activity



- Invite participants to form groups based on the communities they serve
- Provide chart paper and markers and ask the groups to discuss the challenges they experience in their roles as ECD workers and advocates in communities. Allow 10 minutes
- Take one group presentation, have them post their chart paper and ask the other groups to add any missing points
- Ask groups to discuss and identify influential community leaders who can make a difference in persuading the communities and contribute to remove or reduce some of the challenges they experience. Allow 10 minutes and take brief presentations from each group
- Allot 10 minutes for groups to develop realistic plans of action to share their knowledge of the importance of nurturing care with the identified leaders, in order to gain their support as ECD ambassadors
- Allow a few minutes for each group to share their action plans

Key Messages



Emphasize the following and allow for questions

- Local leaders and influencers have a critical role to play in expanding ECD in every community
- Gaining their partnership can serve as a major step to reducing barriers and changing negative traditional practices of child rearing
- It is good practice for ECD workers and NGO partners to develop ongoing strategies to overcome challenges and barriers to their work in communities. Developing influential ECD ambassadors in each community is a winning strategy
- Remember, the more the public awareness is built regarding the importance of ECD, the stronger communities will become to support nurturing care



Session 4: Knowing the Trainer's Guide

 105 Minutes



Facilitators Note:

- If the training is for trainers, follow session 4 and 5
- If training ECD Workers, return to day 4 session 5 to provide increased opportunities for the participants to become familiar with the use of the positive play and communication checklist and progress tracker

Materials



Copies of the trainer's guide, flip chart

Make & Take



None

Activity



- Invite participants to remain in their groups based on the communities they serve and distribute one copy of the trainer's guide to each
- Have participants follow in their copies as you walk them through the preliminary pages. Stop at the end to take questions and provide clarification as needed
- Allocate 10 minutes for groups to read all the sessions in day one. Allow 1-2 questions and provide clarification as needed
- Continue through day 5 and the appendix, stopping the group at the end of each allotted time to take 1-2 questions and clarify as needed
- Assign 1 session to each group, ensuring coverage from day 1 to 5. Inform participants that they will each have 10 minutes to facilitate the session and allow 15 minutes for their preparation
- Take as many facilitation sessions as will fit the time left and lead a clap at the end of each session

Session 5: Implementation Logistics

 60 Minutes



Facilitators Note:

- If the training is for trainers, follow this session
- If training ECD workers, allocate 20 minutes for the participants to work in their groups to discuss their key learning throughout the program and how they will use the knowledge gained within their communities. Take presentations from each group

Materials



Flip chart, markers, implementation materials

Make & Take



None

Activity



- Take group session facilitation from remaining groups, ensuring to lead a clap for each group
- Guide discussion of logistics and distribution of materials if relevant. If not, go to session 6



Session 6: Post-Test, Evaluation and Certificate Ceremony

 60 Minutes

Materials



Post-test, workshop evaluations, participant certificates

Make & Take



None

Activity



- Have all the participants stand up and share their positive comments for their partner
- Lead a clap for the whole group and thank everyone for their participation, knowledge and hard work through the week
- Distribute the post-tests and workshop evaluation forms and remind participants to put their secret number in the box on the top right side of the post-test
- Have a certificate ceremony. If no certificates are available, ensure to lead the group in a special clap and if culturally appropriate, go around to share a handshake with every participant
- Collect all post-tests and evaluation forms
- Take closing speeches and vote of thanks (if relevant)

Appendix



Play Based Early Stimulation 0-2

Pre and Post Test

Instructions:		#	
1. Please write your secret number in the number box			
2. Do not write your name			
3. Tick ✓ true or false to indicate your answers to the questions below			
SN	Question	True	False
1.	It is more important to tell caregivers what they are doing wrong than to tell them what they are doing right		
2.	The brain does not develop much until a child starts school		
3.	Young children learn more by trying things out and copying others than by being told what to do		
4.	Children do better being securely attached to their mothers than to both parents		
5.	Before a child speaks, the only way the child communicates is by crying		
6.	All children will turn out well in the end		
7.	Once caregivers start engaging in activities with their child, they no longer need support		
8.	A child should be scolded when she or he puts something into their mouth		
9.	A child drops things repeatedly because they are disobedient		
10.	A child begins to play only when she or he is old enough to play with other children		
11.	If caregivers regularly change in their behaviour to a child, sometimes harsh, sometimes gentle, sometimes friendly, the child may become stressed		
12.	The relationship a child has with the caregivers can strengthen or weaken the child's brain development		

COMPONENTS OF NURTURING CARE



Positive Guidance Scenarios

<p>Betty is breastfeeding her 4 month old baby (use a doll) who suddenly bites down on her nipple. Betty screams and her mother rushes in to ask what happened. She tells her and her mother says “pinch her lips so she can feel the pain and she will not do it again”. Betty pinches her baby’s lips and the baby starts crying loudly.</p>	<p>Aiah is 18 months old and his dad, Abu always used to play with him. Abu’s father is visiting now and he says it is only weak men who play with children. Aiah grabs Abu’s leg and his grandfather rebukes the toddler very sternly. Abu does not say anything.</p>
<p>Adamu has spent all day in the farm working. He arrives home hungry but Isma, his wife, tells him the food is not ready yet. Fatimah who is 2 years old hears his voice and comes running to hug him. He pushes her with open hand and she falls backwards and starts crying.</p>	<p>Sallayo is a very active 1 year old child. She does not seem to obey a lot and even though you have been telling here to sit down every few seconds, she gets up and starts climbing again. You don’t have time to deal with her and you take a scarf and tie her to a chair.</p>
<p>Ali is very sick and his wife and relatives are worried about him. Baby who is 8 months old has crawled outside unnoticed and is sitting on the ground, eating something. The yard outside is very dirty with garbage and animal droppings. The nurse arrives and everyone follows her in. Baby remains outside eating something.</p>	<p>3 month old Aisha is sitting facing outwards on auntie’s lap at the clinic. Aisha is watching everything. They sit for over 1 hour as there are a lot of people. Once in a while Aisha starts to cry and aunty says “shh”.</p>
<p>David loves to play with his first child, Emmanuel who is 2 months old. He brings several toys and lays down in front of Emmanuel. He begins to shake the different toys and play with the cars, making the sounds and showing them to Emmanuel who is watching him. He plays like this for 15 minutes.</p>	<p>Nina’s baby is one week old and she is crying. She cries a lot and everyone has told her not pick the baby up so that she won’t spoil her. Nina’s mom says “that is how to raise children who are not spoiled. If you pick her up now, she will get used to it”</p>


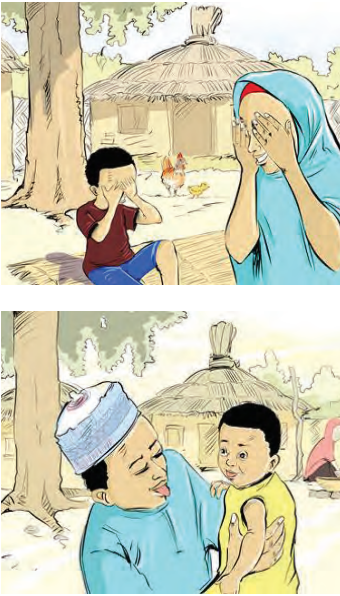
Positive Play and Communication Coaching Checklist

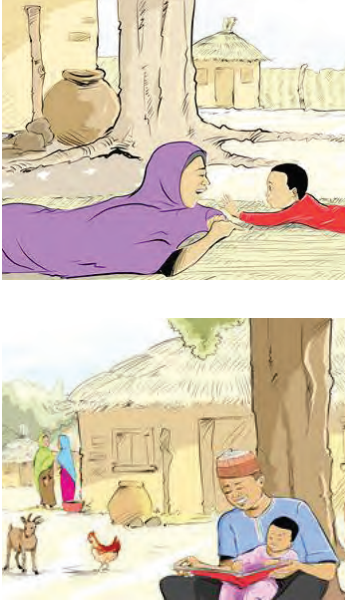
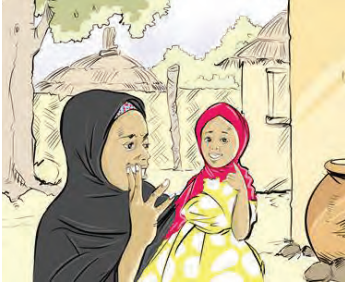
Instructions: This tool is to help ECD Workers support caregivers to practice positive play and communication with their child during the centre or home visit program.

OBSERVE: During playtime, the caregiver is engaging with his/her child in the following ways

COACH: Show the specific picture for the area where the caregiver needs more practice and gently remind him or her of what to do

PRAISE: When the caregiver tries the action, praise him or her and remind them that their positive action helps their child develop well

0-4 months		5 months – 2 years
<p>Face-to-face</p> <ul style="list-style-type: none"> • Makes frequent eye contact with the child • Shows joy and smiles • Carefully observes to know the child's interests 		<p>Face-to-face</p> <ul style="list-style-type: none"> • Makes eye contact with the child • Smiles and shows joy • Carefully observes to know the child's interests
<p>Follows the child's lead</p> <ul style="list-style-type: none"> • Offers two toys and watches to see where the child's eyes remain longer • Moves the toy gently and waits patiently for the child to smile or move a body part • Repeats the action and waits again for the child's interest • Stops as soon as the child turns eyes or face away more than twice 		<p>Follows the child's lead</p> <ul style="list-style-type: none"> • Watches child's eyes to know interest in toys or materials • Waits patiently to see what the child will do with the toy • Always imitates what the child does • Follows wherever the child's attention goes • Continues imitating child

<p>Uses lots of words</p> <ul style="list-style-type: none"> • Describes what the child is looking at • Tries to say what the child might be thinking e.g. “you are right. The bird is flying” • Uses the proper names for objects, people and places instead of “it”, “this”, “that” etc. • Makes up fun stories based on what the child is looking at • Uses own home language • Often pauses briefly for child’s response 		<p>Uses lots of words</p> <ul style="list-style-type: none"> • Describes what the child is looking at • Tries to say what the child might be thinking • Uses the proper names for objects, people, places instead of “it”, “this”, “that” etc. • Makes up fun stories based on what the child is looking at • Uses own home language • Pauses often to allow for child’s response
<p>Shows respect for child</p> <ul style="list-style-type: none"> • Listens carefully to the child (actions, moods etc.) • Tells the child what is going to happen e.g. “I am going to wash your face now” etc. • Informs the child before stopping an activity e.g. “3 more and then I have to stop. 2 more, 1 more, no more” etc. • Gently responds to the child’s mood, naming the emotion and explaining why e.g. “you are sad because you want to go with daddy. I know, you are sad.” 		<p>Shows respect for child</p> <ul style="list-style-type: none"> • Listens carefully to the child • Tells the child what is going to happen e.g. “Let’s take your shirt off now” etc. • Gives the child a sense of time before stopping an activity • Tells the truth to the child in a way s/he can understand • Gently responds to child’s mood, naming the emotion e.g. “you’re angry that I won’t give you the biscuit. I’m sorry, but it is not healthy.”

Play Based Early Stimulation 0-2 Progress Tracker

Date: _____ (DD/MM/YYYY)

Leading ECD Worker/Home Visitor: _____ ECD Worker: _____

Caregiver's First Name _____ Last Name _____ Phone Number _____

Address _____

Name of Child 0-2 Years of Age _____

Progress Tracker

Instructions: This tool is to be used once per month in either the centre or home visit program to track the progress of individual caregiver-child interactions

Please fill in the month and place a ✓ in one circle in each category to show the level of caregiver-child interaction

Values:

0 = Zero stimulation (No interaction observed from the play and communication coaching checklist)

1/2 = Beginning stimulation (Positive engagement in 1 to 2 areas of the play and communication coaching checklist)

3 = Good stimulation (Positive caregiver engagement in 3 areas of the play and communication coaching checklist)

4 = Positive stimulation (Positive caregiver engagement in 4 areas of the play and communication coaching checklist)

Month (Insert below)	Play and Communication Progress	Challenge/Advice/Support
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	
	<input type="radio"/> 0 <input type="radio"/> 1/2 <input type="radio"/> 3 <input type="radio"/> 4	

ECD Worker Practice Scenarios

1. John and Adamsay have brought their 9 month old twin boys to the centre for the first time. They each carry one and when they arrive, they put them on the carpet in front of some toys. Adam goes to sit over at the parent coffee area, talking on his phone while Nana sits on a sofa, reading a magazine she brought with her.
2. John and Adamsay have been bringing their 9 month old twin boys to the centre for 10 weeks now. They put put the children down in front of the toy shelf. Daisy goes around to squat in front of Jaiez and says “what are you looking at” “are you looking at the truck? Yes, it’s a truck”. Jaiez points to the truck and Daisy asks “you want the truck?” and brings him the truck. Adam is having the same kind of interaction with Jaed at the sensory table. He is watching his eyes with concentration, and describing what Jaed is looking at.



Play Based Early Stimulation Workshop Evaluation

Date: _____ Venue: _____ Gender: Male/Female

This questionnaire is to help us assess the effectiveness of the workshop in terms of logistics and delivery of content. It will enable us improve on future trainings. Your honest feedback is most appreciated.

Please rate the following activities by ticking the option that best describes your experience	Poor	Fair	Very good	Excellent
				
	1	2	3	4
The training helped me to understand the importance of early brain development 0-2				
The training helped me to understand the role of the caregiver in children's development				
The training helped me to understand the importance of play and communication for brain development 0-2 years				
The training helped me to understand the importance of following a child's lead in play				
I feel confident to help caregivers learn to follow their child's lead in play				
The training helped me understand the importance of partnering with community leaders				
The time I had to play and engage with materials helped me better understand how to support caregivers				
The training concepts were easy to understand and increased my knowledge				
The content of the ECD Worker package is clear and will be useful to me				
The training was engaging, interesting and involved all participants				

The facilitator(s) was knowledgeable about the training content				
The facilitator(s) was respectful and supportive of all participants				
The facilitator(s) was organized and on time every day of the workshop				
The workshop provided a good balance of small and large group activities				
The workshop enabled active collaboration between participants				
The workshop supported participant's contribution of their own ideas				
I learned a lot while also having a lot of fun				
The venue was appropriate for all the workshop activities				
Tea breaks and lunch were on time and of good quality				
Other comments and Suggestions:				



to the mirror

Paste



cleaning



