ECCD & SEN DIVISION

Department of School Education Ministry of Education Thimphu Bhutan

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मुयार्थेन्यायायारे सुन्यावया वियार्थेयार्थेवायया नेया

NATIONAL PARENTING EDUCATION MANUAL





ECCD & SEN DIVISION

Department of School Education Ministry of Education Thimphu Bhutan



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Royal Government of Bhutan Ministry of Education



— Rethinking Education —

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FOREWORD

The early childhood period beginning at birth is critical for optimum human development as the foundation of all aspects of a person are laid in this period, coinciding with phenomenal brain development. However, the brain does not develop in a vacuum. The development of the human brain is stimulated by experience, which comes by way of a child's interaction with the environment and the people around it. As parents are the first adults to interact with children, they have the greatest opportunity in influencing how the children develop. No amount of external interventions later can equal or replace parents' care and support for children's development, which is why positive parenting is the first and the most important intervention for children's development and must be an integral part of any early childhood care and development programme. When parents gain knowledge and practical skills to support children, they acquire the ability to make use of available resources that benefit their children and play a more active role in the health, learning and protection of their children.

The National Parenting Education Programme is an integral component of an early childhood strategy to improve child wellbeing and development. The parenting education curriculum explores how parents with low levels of education can gain skills to effectively support their child's development. It harnesses positive traditional parenting practices that exist and builds effective new practices. The module contains activities that are culturally and contextually relevant and also provides a platform for users to adapt and extend activities that are relevant to the needs of different communities.

The Parenting Education Manual has been reviewed and revised through many stages of consultation with practitioners, implementers, policy makers and programmers. It has also been translated into Dzongkha based on the feedback of ECCD Facilitators and DEOs expressing difficulty in understanding certain concepts and processes in English. It is expected that the module would contribute to building the capacity of parents to practice improved parenting and care practices, thereby contributing to improved support for children and positive development outcomes.

Karma Yeshey SECRETARY

मुलार्लेट्यायासदिः र्सेट्यावयाः वेयार्लेयाया देवा

१ अत्रः र्भेट्टान्यालयाः विश्वः र्थेत् स्था देश्वेत्।

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1. INTRODUCTION TO PARENTING EDUCATION

A comprehensive and strategic early childhood programme takes on the ambitious task of proving that every child can achieve child well-being indicators and school success if provided effective early childhood supports. Supports include parenting education and high-quality early learning programmes that serve every child aged 3 to 5 years. It also includes the provision of school-based and community-based supports to help children transition and persist in primary school. It promotes formal and non-formal sector partnerships to ensure that vulnerable children receive health, education and protection services.

The National Parenting Education Programme is one component of an early childhood strategy to improve child wellbeing. The parenting education curriculum explores how parents with low levels of education can gain skills to effectively support their child's development. It harnesses best parenting practices that already exist and builds effective new practices. It builds a sustainable skills base in the community to promote and lead efforts to improve child wellbeing. Parenting education is part of a systems approach to change rather than a stand-alone activity.

All children are born with enormous potential. However, children who are born in difficult and challenging circumstances need extra support in the early years to prepare them for success in school and to lead a productive and happy life. Families are the best avenues to reach children. When they gain these practical skills, it makes the family stronger. Strong families make better use of available resources that benefit their children. Informed and empowered families play a more active role in the health, education and protection of their children.

When developing a parenting education programme, it is important to prioritize families living in poverty. These parents respond well to parenting sessions that cover all aspects of child development, rather than single-focus programmes such as health or child rights. The holistic approach will help them to recognize the importance of the early childhood years and their power to shape their children's future. They benefit from in-depth dialogue about their own beliefs and practices and learn well through modelling and practice rather than lectures.

Through science and culture we can identify key indicators that characterize child wellbeing. A child wellbeing framework is useful for prioritizing the most essential health, learning and protection supports in the first eight years that promote optimal child outcomes. It is also important to understand how each domain of development (motor, social and emotional, language and cognitive) influences other domains; and how child development requires a healthy body and protection. This is what holistic or integrated child development means. A Child Wellbeing Index adapted to local cultural context and national priorities is the core document for planning a parenting curriculum and evaluating impact. (See Appendix II)

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- अवतःत्वेदः इन्द्रं त्रेष्ठः इन्द्रवेषः चत्रे देन् विचा अर्द्ध्द्रश्
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1.1 FREQUENTLY ASKED QUESTIONS

Why is parenting education important?

The family is the most important influence on the child's development and future outcomes. Parenting education helps to educate parents on the development and care of children, thereby contributing to improved child care and parenting practices.

What are the aims of parenting education?

Create awareness of the caregiver's role in relation to supporting child outcomes; strengthen or modify parent's attitudes, beliefs and practices related to caring for the child; and develop motivation to work as a team to address community issues that affect early childhood wellbeing in the community.

What is parenting empowerment?

When parents know what they want for their children and having the knowledge and skills to achieve these goals, they are able to analyze and solve their own parenting problems through reflection on practice; acquisition of new skills; and the practice of sharing child rearing concerns and strategies with parenting group members, spouse and extended family members and neighbours.

What are parents' roles?

The key responsibilities of parents to their children are to provide and promote: Protection from danger and abuse

- Adequate nutrition and health care
- Loving and caring interactions with parents and primary caregivers
- Consistency in the environment and adult expectations
- Encouragement for children to share experiences and ideas
- Choices for children and chance to develop independence
- Responsibility and self control
- Critical thinking skills and persistence to solve problems
- Encouragement and praise for what children do well
- Time and opportunity to play with other children
- A positive adult role model for children
- Positive disciplining

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What key skills do parents need?

Knowledge about child development; observation skills to notice how well child is developing; alternative strategies for problem prevention and discipline; knowing how to use everyday settings for learning experiences; skills to express feelings to the child and explain the world around; and knowing where to find support they need in childrearing.

What is disability and why is disability inclusion important?

Disability inclusion focuses not on the impairment (physical, mental, intellectual or sensory) but the way the impairment impacts on the person's interactions and participation in society at all levels. The accepted terminology is person with disabilities. This puts the "person" before the disability. Over 90% children with disabilities in developing countries do not attend school. It is very important to include their parents in the parenting groups. Early intervention is crucial. Each child's basic needs are the starting point for all parenting groups, and all levels of ability and stages of development vary. Each learns how to identify and support developmental learning windows. They learn to support each other. Parenting education can be an equalizer for parents of children with disabilities.

Should parenting programmes target health and nutrition or child development and learning?

All parenting programmes should take a holistic approach and demonstrate that all areas of health, development and protection are linked. No aspect happens independently of the other areas. For example, growth-monitoring programmes are a waste of resources if the mother does not have the knowledge and resources to improve the diet. Preschools cannot teach a child who is hungry or abused. Professionals from each sector must spend more time thinking about how health, learning and child protection are interconnected. Parenting professionals should help parents develop practical skills and actions, and learn to monitor changes in the child.

Should parenting programmes address specific needs of birth to 3 or birth to 8?

Parents and children benefit when parents understand the entire early childhood period. The basic principles of caring for children are the same throughout this period. Parents need to understand how each skill is interpreted at various stages of child development. A parenting education programme should cover areas of general interest to all parents of children birth to 8 years. Care during pregnancy, delivery and post-natal are important topics that should be provided in a separate parenting programme for expecting parents. These topics should not be covered in a general parenting education programme. When topics are not relevant to the needs of busy parents, it may cause dropout.

क्तुलार्सेट्यायास्त्रीं स्त्रीत्यावनाः वियार्सेद्रालनाः देवा

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1.2 OVERVIEW OF SESSIONS

The parenting curriculum is divided into four stages. Each stage has several sessions.

STAGE 1: Establishing the Child Wellbeing Baseline [6 sessions]

During baseline discussions, parents will share understanding about priority practices that contribute to three areas of child wellbeing – what is required to make children healthy and strong; smart and happy; safe and protected. Parents will identify the challenges they face to achieve these practices.

Follow-up sessions provide time for parents to address some of the challenges mentioned in base-line sessions. During baseline assessments and follow-on session, the parenting facilitator will introduce a priority practice thought to improve that area of child wellbeing and give opportunity for parents to explore the concept through discussion and group work. The new practice will be modeled; and parents will agree to try the practice for homework.

Session 1:	Assessing understanding, practices and challenges related to making children Healthy and Strong
Session 2:	Follow up session – Problem Solving to promote Healthy and Strong Children
Session 3:	Assessing understanding, practices and challenges related to promoting smart and happy children
Session 4:	Follow up session – Problem Solving to promote Happy and Smart Children
Session 5:	Assessing understanding, practices and challenges related to making sure that children are safe and protected
Session 6:	Follow-up session – Problem Solving to promote safe and protected children

STAGE 2: Teaching Children Cultural and Spiritual Values in the early childhood years [2 sessions]

During Stage 2 sessions, parents learn to appreciate and promote cultural and spiritual practices that guide children's development and help them find their place in the world. Parents learn to tell traditional stories in a way that builds parent-child bonds and enhances reasoning and language skills. Parents also explore practical ways of addressing conflict that may exist between traditional practice or belief or faith and child wellbeing. Every session ends with a model and practice component to try a new childrearing practice related to the topic.

Session 7:	How do parents use spiritual & cultural traditions to teach young children
Session 8:	Making decisions about traditional childrearing practices

मुलार्षेट्यायासदिः र्सूटाम्बमान्नेयार्षेदालमान्नेया

र्मे देश दूरा लागु प्यर क्षेत्र में यमक्र यस देश हद यम योद तहान हो। यह हैं मान्द शेश श्रम् सम्बन्ध महोते वह महीते प्रस्ति । (क्षेत्र स्था)

प्रस्यें ग्रीशः स्त्रास्तराष्ट्रियान्तराय्यान्तर्भीत्यम्यान्द्रियान्तराय्याः स्त्रास्त्रात्याः स्त्रात्याः स्त्र

শ্ব্রুব:বুঝ:৫না	શે સે ૧૮૧ લેશ લ ર્સે ૧ વ્યા લેવ ૧૮૧ વ્યા લેવ ૧૮૧ વ્યા લેવ ૧
র্মুব:বুঝ:১০না	सर्वे देवा प्यमञ्जी न वहवा विवान राष्यम् सेरा
র্মুব-বৃষ-১১ন	ातः सूर्-प्यरः सुेर्-प्तह्ना 'लेव-प्र-प्यरः सेर'।
र्स्सेन:रुष:१२४।	मर्वे नमम् अन्तर्भात्तरम् अन्तरम् वितान्दाणस्य
र्क्षेत्र:रुष:७३६।	ઌ૱ૹ૾ૢૢૺૺૢઌઙ૾ૢૺૹૹૢ૽ૹૢ૽૽૱ઌઌૹૹ૾૽૾ૢઽ૽૽૱ૡ૽ૼઌૢૹૢ૽ૢૼ૱ૡૢઌૹઌ૽૽૽ૼઌૹ૽ઌઌ૽ૺ૱ૢ૽ૢૢૼ૱
र्सेव:रुष:१८४।	हेन्कें याया के हैरा। हेन्क्य नर्वे घर्य रेर्बून।

र्मे देश' पा नुद्रे लेग न्द्रस्यनुद्र यह प्यक्त याली (र्ह्म गुरुप्र)

यम् कु रूपित क्षेयाल्य स्थास् वित्राच्य स्थास् । स्थास् वित्राच्य स्थास् वित्राच्य स्थास् । स्थास्य । स्थास् । स्थास् । स्थास् । स्थास् । स्थास् । स्थास् । स्थास्य । स्थास् । स्थास्य । स्था

র্মুন:বুঝ:ว৸ম	रक्षेशम् के खून रहीं मुश्के क्षेत्र प्रमा ने खून स्वी के स्वी
র্মুব-বৃধ্ব-১৫মা	भै खेते छा त्यु च ने क्क्किन्द्र द्वाय च ते खुन व्यव्य प्यर द्वाय महत्त्वे त्यु र च ठथ किया के व्यव द द वे विवर्

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STAGE 3: Using Pictorial Child Development Tools to Monitor and Stimulate Development (7 sessions)

Parents will receive their own pictorial child development cards that can be used to monitor development from birth to 8. Parents will learn how to use the cards to assess child's development in four key areas. During each session they will also learn a new practice for promoting the development domain under discussion. They will learn how to identify and support children with developmental delays and disabilities. They will learn how to make low-cost toys to stimulate each age and stage of development. Modeling and practising new skills are components of every session.

Session 9:	Assessing and stimulating Social and Emotional Development
Session 10:	Assessing and stimulating Motor Development
Session 11:	Assessing and stimulating Language development
Session 12:	Assessing and stimulating Cognitive Development
Session 13:	Supporting children with developmental delays and disabilities
Session 14:	Importance of play – introduction to toy making

STAGE 4: Evaluation and Forward Planning (2 sessions)

Parents evaluate what they learned and how they have changed related to making children healthy and strong; smart and happy; safe and protected (child wellbeing).

They will discuss their concerns about community problems that affect early childhood outcome in the three areas. They will practice observing community with a child development lens. Through them we can see whether the objectives were achieved: improved parenting practices and community action for children.

Session 15:	What have I learned? How I have changed?
Session 16:	What might we do to improve community child wellbeing outcomes?

मुल र्लेट्य स्थाय सदि र्सेट्या विषा स्वेया र्ले दाला गारी या

১. ঘেন্ডাই।ধ্যুম্বাদ্যুম্পর্

- गा. श्रुंच र्ह्रेय राजीया समार्स्ट नियाय दिशा ही हेवा समाया प्रवास विदेशी
- तः सम्बद्धाः कर्ना स्पर्म सम्बद्धाः विद्यान
- त्रः प्रशासक्ति, त्रि. त्यन्त्रः त्र्युः क्षेत्रः कष्टे क्षेत्रः क्षेत्रः कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे कष्टे कष्टे क्षेत्रः कष्टे क्षेत्रः कष्टे कष्

२ स्यादेश्वयाञ्चरम्यायाः श्चित्रक्ष्यायाचीस्राद्यातर्हेरत्यनदृदी

या. र्श्चियःराजीयः प्रमास्त्रीयः क्री.क्ष्चियःराजयः यान्यात्वश्चित्यतः प्रमास्त्रयः प्रमास्यात्वनेत्रीयः क्ष्यान्यत्यः क्ष्यान्यत्यः क्ष्यान्यत्यत्वन्ति। व्याप्तिकः क्ष्यान्यत्यान्ति क्ष्यान्यत्याः व्याप्तिकः व्याप्तिकः विकास्त्रयः विकास्त्रयः विकास्त्रयः विकास्त

२ सून र्षेन्भै न्रायमायेदावन र्षेन्भै कुंनभूर वैन वनन्दी

- विंद्यी खात्यु वीकार्रका त्ये दाना देखे त्वन देखें द्वा
- विस्तीय स्ट्र्यू वित्र मुंत्र मुंत्र वार्ष्ट्र वहुया ही हुंतु देवे त्या त्ये द्र प्र विषय विश्व हेता त्यव स्थाने विषय विषय विश्व हित्यो ना
- শৃষ্টিরবদ্ধী
- वः देतवद्वेते देवःसुः ववशायस स्रार्थे स्रायमा योदः तवन। द्ये हुं प्यदः।
- यस्तर्म्, क्ष्में त्यर्थः यश्चिमः यस्त्रिः वर्षे वर्षः वर्षे वर्षः वर्षे वर्षः वर्षे वर्षः वर्षे वर्षः वर्षे
- नश्रम्बार्यस्थायात्री द्रियात्रः श्रेरक्ष्यप्रेरे द्रम्यवायस्थ्यात्रीयात्रीया विस्ती प्रवास्य स्थाप्त स्थाप्त स्थाप्त स्थापत्र स्थापत्य स्थापत्र स्यापत्र स्थापत्र स्थापत्य स्थापत्य स्थापत्र स्थापत्र स्थापत्र स्थापत्र स्थापत्य स्थापत्र स्थापत्य स्थापत
- विकासी, स्वार्ट्स्ट्रियान व्राप्त प्रथम, प्रथम, प्रकृत, प्रवृत्त प्रयुत्त प्रयुत्य प्रयुत्त प्य
- या. श्रुंय-र्रेश-वर्ग्नुसरी। या. श्रुंय-र्रेश-वर्ग्नुसरी

८. मेल.वे.चेलर्स् इंस्टिं स्थान

- ५२ र देश मुंदिर ह्वा क्विं क्विंत क्विंत में क्विंत
- इम्स्रियारी बरः स्रियार्क्षेत्रमानीया द्रयानायायद्वरायद्वेत्तरम् देश्वर्यात्वेत्रम् द्रव्यत्याः ह्रव्यत्याः ह्रव्यत्यत्वर्यात्वेत्रम् द्रयानायाय्वेत्रम् स्वयः स्वयः स्वयः ह्रव्यः प्रव्यत्यः स्वयः स
- स्त्रम्थर्त् यहेश्चर्ययहेश्चर्ययहेशः स्वरङ्गात्रम् ह्यायसः नुस्यस्य नुस्यस्य नेलास्यहेर्न्यसः विकास्य नेत्रास्य
- ८.८ पर्तिजापर्तिजासी. कें.क्ष्याजी, रे. तारवायक्षेत्रमूचितायर्देशायाष्ट्रेशायाय्ये, त्राप्तायायायायायायायायाया

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1.3 SESSION ROUTINE: TO BE USED FOR ALL SESSIONS

1. Greetings/ Welcome

- a. The Facilitator greets parents by name in a friendly manner;
- b. Asks parents to identify absentees;
- c. Asks for volunteer to visit the absentee to express concern about his/her absence and to share what was learned in the session.

2. Facilitator Acknowledges Parent Volunteer

a. A parent volunteer, who is selected from the group for each session, assists the Facilitator with the session. Facilitator expresses warm appreciation and thanks the volunteer

3. Review what was learned and applied

- a. The Facilitator asks participants to share what happened when they tried new practice.
- How their children respond?
- Did they talk to spouse and extended family members about the reason for this practice and encourage members to use the same strategy?
- What happened?
- b. Vary the method for doing this. Examples include
- Parents talk in pairs or groups of 3. This gives voice to all participants at the beginning of the session, a key factor in successful training.
- For plenary, ask one member from each group to share their views.
- Use a number method to call on parents. To do this, assign each member a number at the first class. Facilitator has all numbers in an envelope and pulls random number to identify who will speak.
- Another method is to call any member to discuss homework experience and that member then
 calls on the next person. Each speaker selects the person who will speak next. After five have
 been chosen, the Facilitator asks if there are some others who want to comment. (Take 2 or 3
 additional volunteer speakers.)
- c. Facilitator briefly records what parents say and immediately after the session, while memory is fresh, completes these notes or makes it more legible.

4. Introduce topic: New Knowledge

- 4.1 Today's topic: The facilitator announces discussion topic for the day.
- 4.2 *Parents' views*: In some cases the facilitator begins by asking parents their understanding of this concept. Other times the facilitator shares the new knowledge and then asks the parents to share their views or practices related to the topic.
- 4.3 New Knowledge: The facilitator takes 3-4 minutes to share New Knowledge, using plain language, and explains why this is important for children.
- 4.4 Sometimes the New Knowledge is explained in two brief segments separated by group work or discussions.

मुल र्लेट्याया सदि र्से ट्याव या भीया र्ले दालया देवा

- स्वयायमा स्वासा क्षारी स्वासा प्रमास्त्रीय क्षारी स्वासा प्रमास्त्रीय क्षारी हे. प्रमास क्षारी स्वासा स्वासी क्षारी क्षा
- ८.९ सम.क्..ये.प्र्याप्त्राप्त्राप्त्रमात्रक्रात्रक्रमात्र्येत्याः स्थाप्त्राप्ताः वयवात्रमात्राप्त्राप्त्राप्त
- धेना-भूनका दरायका छारावश्च दे दर वश्चका की रहुं नीका क्षुन की ना दे ना प्याद नकाका वक्र समी दाने में की पेंदा सहेद में अपना ही दांदी
- वार्षश्चरत्यन्त्री क्षेर्द्रस्वशः व्यक्तिः व्यक्षः प्रकृतः व्यक्षः प्रकृतः व्यवसः व्यवसः विद्यक्षेत्रः व्यक्तं व्यवसः विद्यक्षेत्रः विद्यक्षः विद्यक्षेत्रः विद्यक्षेत्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्षेत्रः विद्यक्

अर्थिराजी(क्री.क्र्ये)क्रक्री.तयरीत्री)

त्वन्त्री। ११७ क्रिशः क्रिश्चर्याः नेत्रं क्रिश्चर्याः क्रिशः क्रिशः क्रिश्चर्यायाः विष्यत्वायः त्वायः क्रिश्चर्याः विश्वर ११९ क्रिशः क्रिशः विषयः विश्वर्याः विश्वर्याः क्रिशः क्रिश्चर्यायः विश्वर्यायः विश्वर्यायः विश्वर्यायः विश्वर

७. श्रुवला

- ७७ श्रेर्क्त ग्रीप्युप्दिन्सरमायर्देसमायरामहोर्भरायमन्त्रीन्तः माल्यसीमीनमायसायकरामीन्त्री
- ६.उ वयश्वाताश्वर्त्ते वयश्वप्रश्चरत्रे स्वयश्चित्रश्चर्त्त्र स्वर्त्त्रभ्वर्त्त्र स्वर्त्त्र स्वर्त्र स्वर्त्त्र स्वत्त्र स्वत्त्र स्वत्त्र स्वर्त्त्र स्वत्त्र स्वत्त्र स्वत्त्र स्वत्त्त
- ७७ वससायकरावर्गे द्वेरह्मवदी
- ७:८ र्र्भून:र्र्भूद:य:वीश:वाडि:सून:र्प्पेन्य:खीद:द:वडुन:वड्यु:दी

थः क्र्रीराभूगाबरमान्जे दैन्द्रमञ्जूबार्मेकात्मद्दी।

- था देवाल संभावसान्त्रहरूपा हुं वील हे भावसूत्र वें नाय त्रात्रहरू वें नाय संभावसान्त्र वे स्वात्रहरू विश्व कर्
- V·2 नरुतः सरः वार्हेन् सः से रहुं नीसः ते स्व न्यू सर्वेसः त्यन्द्वी

र द्विसम्पूर्त्वाश्वराध्यायमन्द्री

- ८७ दन्तरुषः ग्रीषः द्रेषः ना नहिना छूनः हेना द्रः दन्तरुषः ग्रीषः ना देश्वे त्यना त्येदायवनः देशिदः द्रा
- ८:७ सम्मानी त्रम् । हिन्यानीयः सम्पर्द्धनीयः श्रुप्तान्यस्य । द्रीप्तान्यः द्रीयायः द्वीप्तान्य । स्रीप्तान्य । स्रीपत्य । स्तान्य । स्रीपत्य । स

त्यम्यायत्रेष्ठ्रियःनुषान्त्रीः र्वत्राययान्त्रम्यायात्रवृत्ते।

- (१) समायमाञ्चरमायान्त्रीत्या स्वरादित्याने त्रव्यामायान्त्रीत्याने वात्यानि वात्यानि वात्यानि वात्यानि वात्यानि वात्यानि विद्यानि वात्यानि वात्
- ए.७ इं.क्ष्यंक्षीय.पत्रीकात्रावर्त्ती.या.वर्त्ती.या.वर्त्त्रीय.व्रीय.वर्त्तवी.वर्त्तिया.वर्त्ता.वर्ता.वर्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्त्ता.वर्ता.वर्ता.वर्त्ता.वर्त्ता.
- ८८ प्रस्त्रीशायनीयात्रप्रस्थित्रस्थात्रम्बहेशम् स्थायविश्वास्य हिन्दा स्थायविश्वास्य हिन्दा स्थायविश्वास्य हिन्दा स्थायविश्वास्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविश्वस्य स्थायविष्य स्याय स्थायविष्य स्थायविष्य स्थायविष्य स्थायविष्य स्थायविष्य स्थायव
- द् समामान्त्रीत्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम् वित्राम वित्राम

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- 4.5 The facilitator asks questions and launches a short discussion to find out parents' experience or impressions related to the topic. This is important because if members do not fully understand what is being discussed or the facilitator's point then the group work will be ineffective.
- 4.6 When asking parents their views or experiences try these methods:
- Draw numbers from an envelope, then also invite others who want to respond to the question or comment on something that a member said.
- Use follow-up questions: can you explain a bit more about that; why do you think that is. This is especially important when parent says something that represents a good childrearing practice but may be unusual for this community. This promotes "positive deviants" as leaders and encourages concept of teaching each other.
- Whenever a view is presented that may be harmful to children, deal with it in this way. "Does someone want to comment on what he said?" Would you agree or disagree with this statement?" Usually the group will identify the same thing that concerns the facilitator but the parent takes the feedback better from his/her neighbors.

5. Activities (Group/pair Work)

5.1 Parents meet in small groups to complete a task intended to help them delve into the subject matter.

6. Reporting

- 6.1 Group work is shared in plenary and others may give feedback.
- 6.2 The method used is that each group shares one thing going back and forth between the two groups until all ideas have been shared. This enables greater participation.
- 6.3 Ask for feedback
- 6.4 Facilitator sums up what was learned

7. New Practice Modelled & discussed

- 7.1 The Parent Volunteer then demonstrates a new practice that relates to the day's discussion topic.
- 7.2 Participants should discuss benefits.

8. Clarify homework

- 8.1 What did we learn today and how will we use it?
- 8.2 Parents agree to try the new practice modelled by the parent leader or one that they learned during discussions.
- 8.3 Homework also includes talking to spouse, extended family and neighbours about the recommended parenting practices.

9. Select Parent Volunteer for next session

- 9.1 The Parent Volunteer role rotates from member to member. It may take some parents longer to develop confidence to take on the task, but over time all should participate.
- 9.2 Before the group departs, the facilitators arrange time to make a Home Visit to the parents' house the next week.
- 9.3 At that time they will have a one on one interview about how well the parent has been able to understand the sessions and use the new practices.
- 9.4 They will discuss the next session and use the parent as a gauge for how other parents will respond to the topic.
- 9.5 At this time, the facilitator prepares parent volunteer to model a new parenting practice at the next session related to the skill being taught.

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२०:२ न्युत्यः सदेः ल्याः वर्देसस्य ग्रीः सः न्युद्धः न्दः नुसः क्रेन्दः न्युत्रः व्यवेत्यः नर्वे स्पिन्धा

११ र्सुन क्र्रंदाय मैश बेद क्रिं मुहेना तर पशु दी

२२:२ र्र्स्च : नुष: सह्या : यहुं : क्रिंस: यहिया : र्र्स्स : यहिया : र्र्स्स : यहिया : र्र्स्स : यहिया : र्र्स्स : यहिया : र्स्स : यहिया : र्र्स्स : यहिया : र्स्स : र्स्स : यहिया : रस्स : यहिया : यह



10. Departure

10.1 Location and time of next meeting confirmed.

11. Facilitator consolidates notes

11.1 Immediately following the session, facilitator finalizes notes from the session.



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यः रेअयः, या यदःह्यायःग्रीःपयःर्द्ध्वा

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११ मुनः त्रम

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NATIONAL PARENTING EDUCATION MANUAL

2. STAGE 1: FACILITATION GUIDE

Assess Parents' Views about Child Wellbeing

2.1 BACKGROUND

The parenting programme will support families to know what they want for their children and gain the tools and resources needed to effectively support these goals. It is important to shape the parenting programme content based on initial discussions with parents. Stage 1 sets the stage for discussion about child wellbeing indicators.

Find out the following:

- a. What is the parent's understanding about priority practices to make children healthy and strong; smart and happy; and safe and protected?
- b. Level of success in achieving these priority practices
- c. Summarize and record challenges parents face

Follow-up sessions on health, learning and protection provide time for parents to address some of the challenges mentioned in base-line sessions using a technique called – 7 steps of problem solving. Other times parents will simply share ideas about how they have handled that problem or think it could be solved. After problem solving, the facilitator shares new knowledge related to the topic and participants discuss or explore through group work. Every session ends with a demonstration of a new parenting practicethat applies the new knowledge in a practical way.

Parents already have a great deal of knowledge about parenting. They already know many positive practices that they can use to help children develop the skills for success in life. Building on individual and community strengths creates energy for change, and the opportunity to learn from friends and neighbours, as well as the facilitator. These initial consultations with parents establish a positive and respectful tone for future parenting education discussions. They also establish a baseline about the status of children.

मुलार्लेट्यायासतिःर्सूटाम्बमानियार्लेदालमानेचा

रेशयान्या श्रेंचर्शान्या

ला.मी.चाडवारा.प्रमायका.पत्त्र्री.चक्रीय.र.केथम.मी.चत्र्य.द. द्राचा.चयु. तथा.ची.चयथा.पक्र.र.र.जवा.मुवी.प्रमा. चार्र्र.जु.च.क्री.चह्या.चु.च.प्रच.चु.च

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 1

Assessing parents views, practices and challenges related to making children healthy and strong.

Purpose

The child wellbeing indicators form a strong basis for the content of the parenting program. Find out what parents believe about parenting practices that result in positive wellbeing by the time a child reaches 8 years. This discussion establishes a baseline for changes in parents' Knowledge, Attitude and Practice (KAP). An essential facilitation skill is the use of dialogue vs. educative method.

Take Away Message

Good health affects all areas of a child's development. Inadequate food and poor nutrition and hygienefor mother and childlead to increased infections and stunting in children. Stunting is caused by inadequate quantities and quality of food. Stunting is associated with poor cognitive development and low educational achievement. Parents may feed children well but if the food is not clean they may lose these nutrients due to diarrhea. Children also need fresh air, time for play and adequate sleep. These things also promote wellness.

Time: 2 hours

Getting ready

- 1. Be familiar with content in column 1 on the child wellbeing base-line
- Rehearse sharing the "new knowledge" in simple language, 3-4 minutes.
- 3. Identify in advance a parent volunteer and request assistance during the parenting session. Talk to the parent volunteer about the content of the session and get her/his feedback and suggestions. Prepare parent volunteer to model new practice –(example; letting child self-feed any food in own plate).

Resource/ Materials

- 1. Child wellbeing Index (See Appendix Reference A)
- 2. Cooking and Eating with Ama [poster]
- 3. Breastfeeding Storybook NFE parents may borrow. Facilitator may read to non-literate parents after discussing feeding tips.
- 4. Information sheet Nutrition for Brain Development and Health. (Use when discussing feeding tips. See Appendix 1).

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कुषार्धेरसम्यस्यस्रिं स्वावनाःविसर्धेदायमानेना

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Minutes	Activity
5	Welcome: The Facilitator follows steps 1-3 in-suggested session routine. This includes greetings; identification of absentees; homework review; recognize and thank Parent Volunteer who assists with a demonstration. There is no homework to report in session 1.
10	Activity One Introduction This introductory session highlights the importance of families as a social unit for children and also serves as an ice breaking exercise from the participants. The steps are as follows: 1. Give a sheet of paper and a sketch pen each 2. Get everyone to draw their family members on the piece of paper (10 minutes) 3. Participants show their drawings and introduce themselves and their family members — mentioning their names, sex, age, and what they are doing 4. After everyone has introduced themselves, ask the following questions: (10 minutes) a. Did you feel anything strange or frightening? b. Why do you think it is overwhelming? c. Did you realize that you could have done better if you had practice when you were still a child? — relate it to how children learn and the importance of early experience and repeated practice for children. Introduction: warm-up a. If parents do not know each other, then play name game presented in the text box below. b. If they already know each other, then ask each person to share their name and one thing others probably do not know about them. Do this while standing in a circle.
5	The facilitator introduces purpose of the parent group and topics to be discussed in first several sessions (stage 1) Explain purpose: The early childhood years (birth-8 years) are the most important period in your child's life. What happens then has a great influence on how well your child succeeds in school and what kind of adult she or he becomes. You have shown how much you care about your young children by coming to this group.

क्तुवार्ष्यस्थास्य स्रतेःर्भुदाम्बनाः विश्वर्षेत्रः वनाः देवा

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5	You may feel worried that you have inadequate knowledge about children's development. Please do not worry. For your children to have good outcomes you need to know only three things: How to make children healthy and strong; happy and smart; and safe and protected. You already know many practices that help children become healthy and strong; happy and smart, safe and protected. One of you may know one thing and another knows something else. By talking and sharing we can learn from each other. I will also share some things I have learned and some childrearing tips that may help you achieve your goals.
	Activity 1(Group Work)
	What do children need to be healthy and strong?
	Introduction: We will begin our discussion about what children need to be healthy and strong.
	Get them into two groups. Identify a parent who can write responses in a group-work notebook.
20	Topic: What is your understanding about what children need during early childhood years to be healthy and strong? Go around each group and take turns sharing. You may go around two times until all ideas are shared.
	Take one example from each group so that everyone is clear about the topic. Once they are clear they can begin work.
	Plenary: Status of children's health in this community
	Facilitator says: Let's listen to the things you think are important for making children healthy and strong. Let's see how well you think things are going for your children in each

मुवार्षेत्रायास्य सदिः स्नित्याव्याः वेशार्षेद्रावयाः देवा

गा. रेवी ऑस्याया नारे से त्यार है जी हार से सर है है। से स्क्रिंस से से प्रति ही था. तयर प्रवित हैं प्रति प्रवी

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NATIONAL PARENTING EDUCATION MANUAL

- a. Here is how we will do it: Each group reads one practice.
- b. After reading the practice, the facilitator asks if this is going well with most of you then we will ask the reporter to draw a smiling face next to the statement.
- c. If this is a challenge for most of you then, we will ask the reporter to draw a frowning face.
- d. Continue until going back and forth between the two groups until all is shared and a symbol is drawn beside each parenting practice to promote health.
- e. Facilitator ask: In the next session would you like to select some of these challenges and see if we can come up with solutions to turn a sad face into a happy face?
- f. Good that is what we will do.

New knowledge:

Important things to know and do regarding child nutrition

Facilitator says: In this session about making children healthy and strong I would also like to share something important to know and do when feeding children.

The only food that babies need in the first six months is breast milk. You have heard the term exclusive breast-feeding. What does that mean? [It means not even a drop of water or any other liquid or food]

Ask Parents, if they can think of some reasons that is important. [Facilitator notes: [1)Contaminated water causes diarrhoea; 2) the baby's digestion is not ready for other foods; 3) if baby takes other foods then s/he will take less milk and the mother will start to produce less milk and 4) Mother's milk has all the important things a baby needs.]

After six months children need variety of foods every day. The most important food is protein. It promotes brain growth. How do we get protein? [Meat and eggs are best source; pulses also contain protein] Why are eggs so good for children? [Has everything a child needs for brain and growth. Easy to cook and eat. Low cost, compared to meat and is ok for many vegetarians.]

Another important food is vitamin, which is foundin fresh fruits and vegetables. Children need fruits and vegetables every day to maintain good health. Look for dark orange and green foods these contain special vitamins the child needs for growth. Can you think of some <u>orange foods</u>? Some <u>green foods</u>? Make sure your child gets these and protein every day.

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कुषार्षेरश्यस्य अदिः र्श्वेटमावगः विश्वर्षेद्राधमा देवा

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70	चरित्रायः श्वरं क्वीःजरा स्त्री क्षेत्राचा कुचा च्वाः चित्रा सूर्यं स्वायाः चार्यक्षाः चर्याः चर्या
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10	Children's stomachs are small and they fill up quickly. Put your child's food in a plateso you are sure how much s/he is eating. This is better than feeding from your plate. Why is that? Feed them at least 3 meals and 2 snacks per day. However, do not force your child to eat. Remember, breakfast is the most important meal of the day. It is the petrol for your child's brain to work during the day. Our parent volunteer is going to provide another feeding tip.
	Parent Volunteer demonstrates self-feeding practice.
	Parent gives 2-year-old child a banana opened at end but not peeled. Encourage child to peel and eat. Talk about the food. PV says, "Parents usually feed their children. We think it is a good way to get them to eat. But sometimes children eat better when they self-feed. It makes them feel in control. And it is interesting to them to touch food and feed self." Feedback: What do parents think about this? Do they see benefits for children?
10	Optional Activity – Show how to design a menu for the day; 3 meals and 2 snacks and measure food and discuss feedback
	Use the following questions for discussion after the above demonstration:
	 Why should we put child's food in own plate rather than feeding from our plate? Why do we need to measure portions at each meal? Children eat more food when the environment is happy than if there is stress. Why is that? What benefits does the child gain by self-feeding?
5	Wrap-up Facilitator says that the session is now over and it is time to remember the important things we learned today. Share take away message.

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NATIONAL PARENTING EDUCATION MANUAL

Homework

Try giving your child food in own plate and allow them to self-feed.

Think about some of the things you heard today that you are not doing and try to add some of these good practices.

Talk to your spouse and family members about what you learned. Children benefit when all the adults that take care of them share the same beliefs and practices related to childcare.

Next time please bring a piece of soap. (See session routine #8)

Ideas for Reflection and Action

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All parents have a great deal of knowledge about parenting. Parenting is improved when we take time to reflect on practice.

Why is it important to share what we discuss with spouse and extended family members who live in the home?

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- 2. नेगायरका सेवा वचका मी नियं देश की देश भाग नेगायरका सेवा है वे का स्था
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- ८. जयातः श्रियद्विः घरमा में ,र्ने ,र्मूष्रायतः भीयमा ,रायक्षामी माज्यात् ,स्रेरायरमा आज्ञात्र प्रायमा ज्ञीता ज्ञात्र ।
- भः क्षेत्र्वःक्षेत्रःयानीवाञ्चलाद्ध्वः वितर्भेष्ट्वं त्रक्षेत्रः वितर्भवः नेवायने वालि हेत् नेवाय्वं वित्रक्षेत्रः विवायक्षेत्रः विवायक्षे
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देवायावाबदर्भेत्रः वार्डसञ्चारिञ्चेद्रात्वेवात्त्रवी (बुरञ्चवाबाद्यायावायो नेत्रस्ववावादर)

NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 2

Follow-up Discussion: Problem solving health challenges / learning new ways to make children Healthy and Strong.

Purpose

This is a follow-up discussion about child wellbeing area of health. Provide time for Parents to delve further into the question of what makes children healthy. They will learn how to use the problem-solving method to address one health challenge they mentioned in the previous session. They will also discuss one additional health indicator –hygiene- and learn a parenting skill that contributes to that indicator.

Take Away Message

Many times parents think they can't do something for their children due to limited resources. Children benefit when parents practice problem-solving strategies when faced with childrearing challenges. Good health is necessary for children to grow and learn according to age. Parents learned that good hygiene prevents illness and diarrhea. Washing hands with soap after toileting, before eating food, after handling pets and after playing is the most essential practice to prevent illness.

Time: 2 hours

Materials

- 1. Child wellbeing Index reference for facilitator
- 2. 7-Steps problem solving model Problem solving activity
- 3. Hand-washing song-Parent Volunteer Demonstration
- 4. Our Clean Hands [poster] use when demonstrating hand washing
- 5. Let's Play Bathing is Fun [storybook] NFE students may borrow. Facilitator may read to non-literate parents
- 6. Hygiene Practices (Appendix 2)

Review challenges parents mentioned in the previous session.

Learn problem solving steps

Be familiar with the "New Knowledge" information on hygiene and ready to share the information and answer parents' questions about hygiene. (Use Appendix 2)

Prepare PV to demonstrate how to thoroughly wash a child's hands with soap and sing hand-washing song.

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	रैवारावायर्थी
	मुंबरशुःयर्नुग्रेशः लाःमिःक्व्यायायमयः यर्नुम्याम् रस्त्रीरश्चीरश्चीः स्वास्त्रीयम् स्वास्त्रीयम् स्वास्त्रीयम् भूष्यः क्षेत्रायाम् लाःमिःक्वयायायमयः यर्नुम्याम् रस्त्रीयश्चीः स्वास्त्रीयम् स्वास्त्रायम् स्वास्त्रीयम् स्वास
20	याः होई विकारो स्टबन है व्यवसार होई दिन कार्य स्वापक स्वापक के ई स्वाहिको व्यवसार स्वापक कर स्वापक स
	या. जय्तानः भेरत्यान्त्र प्रच्याः क्षेत्र स्वात्त्र प्रच्याः विद्यान्त्र प्रच्यान्त्र प्रच्यान्यः प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्यः प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्यः प्रच्यान्त्र प्रच्यान्यः प्रच्यान्त्र प्रच्यान्त्र प्रच्यान्त्
	દ. ભાર્યો શ્રું પ્રસંખા પ્રસંખા શ્રું માં ૧૨ ૧૨ માં પ્રશ્રૃત શ્રુધા પ્રશ્રૃત કેવા ભૂરી કેવા ભૂરા કૃષ્ણ ભારા ધ્ ૧ ભારત શ્રું કે પ્રસંખા પ્રસંખા કૃષ્ણ માં પ્રસ્થિત શ્રુધા પ્રશ્રૃત કેવા ભૂરી કેવા ભૂરા કૃષ્ણ ભારા કૃષ્ણ માં મા
	मह्याः सेन्यायमामहेदाहे की द्वा
	इ. ४८.चाबु.च.रचीबाखाःसःत्यञ्जीरञ्जरचञ्चीरञ्जर्वासःस्राक्चर्रम्यासासुःचार्ष्रर्रम्यासास्राम्

1

Minutes	Activity
	Introduction - Follow-up to address health challenges identified and learn new skills.
	Read list of challenges mentioned.
5	Find out the problems of greatest concern to the PE members.
	Teach and practice problem solving
	Method 1:
	Introduce the problem solving poster (Early Years are Bhutan's Priority)and method(Appendix Reference C)
	We can say that each step relates to a problem-solving step.
	Try out the problem solving method in plenary rather than group work so that parents can become familiar with method. Sum up what was learned from the session.
30	Method 2:
	If the problem solving method is too challenging for the parents, then pick the top 2 or 3 problems and divide into same number of groups. Each group can talk about the problem, identify possible causes for the problem and share some ideas for solving the problem.
	Plenary: following the group discussions, share the idea of each group for feedbacks and comments.
	New Knowledge:
	The facilitator introduces new knowledge related to making children healthy and strong – Good hygiene can help keep children healthy and strong. Why is that?
10	 a. What do you think are the two key hygiene practices [wash hands with soap and use latrines]? b. Are these easy or difficult to implement? Why arethese difficult? c. Yes it may be challenging but here are some reasons why to wash hands with soap and use latrines. d. Children get sick often because they do not have the immunity like adults. e. Every sickness reduces child's growth and intelligence.

कुषःर्षेरसम्ससिक्ष्म्रीरम्बन्मःविसःर्षेत्रःधमान्त्रा

	द्रयात्त्रयात्राच्यात्राच्यात्राच्यात्त्र्यक्षेत्रः श्रुष्ट्राच्याः व्याप्त्रम् अत्याः व्याप्त्रम् अत्याः व्याप्त्रम् व्याप्यम्यम्यम्यस्यम्यम्यस्त्रम् व्याप्त्रम्यस्त्रम्यस्यम्यस्त्रम् व्याप्त्रम्यस्यम्यस्त्रम्यस्त्रम्यस्यस्त्रम्यस्यस्यस्त्रम्यस्यस्त्यस्यस्यस्त्रम्यस्यस्यस्यस्यस्यस्यस्यस्यस्यस्यस्यस्यस्
	लबातःसःयर्नुबोबःतपुःद्रे.सःलबातःक्षेयद्धिःनुब्तःश्लोषी ससःनेरःखाःमेःबोद्देशःकःमरःबोबः पर्त्वजायस्यःक्षेः लबातःक्षेयद्धिःनुब्ताःसःकृतः खाःस्वानः क्यःबोबरःपर्कोःमपुःचपीजःजशन्तां चर्णुबःश्लेषाः ससःनेरःखाःमेःबोद्देशःकःमरःबोबः पर्त्वजायस्याःश्लेः लबातःक्षेयद्धिःनुब्ताःसःकृतः खाःस्वानः क्यःबोबरःपर्कोःमपुःचपीजःजशन्तां चर्णुबःश्लेषाः
70	मीश्रास्त्रस्थात्रस्थात्रस्थात्रस्य सामान्यस्य स्थात्रस्थात्रस्थात् स्थात्रस्थात् स्थात्रस्थात् स्थात्रस्थात् स्थात् स्यात् स्थात् स्यात् स्थात् स्य
	स्रियानः स्र्रीत्वेषमात्मनः काम्प्राम्यानः स्रियद्विष्ठेष्मन्त्रेत्विष्ठ्यान्त्र्यान्त्र्यान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः स्रामीनः ह्वान्त्रः स्रामीनः स्रामीनः ह्वान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः स्रामीनः स्रामीनः ह्वान्त्रः स्रामीनः स्रामीनः ह्वान्त्रः स्रामीनः ह्वान्त्रः स्रामीनः स्
	बःह्मरावी त्रविकःश्चात्रा प्रत्येकः स्टार्श्वत्र ज्ञात्रा स्वाप्त्र स्वाप्त्र स्वाप्त्र स्वाप्त्र स्वाप्त्र स्व
	દર્નુદ્વાર્શ. યાક્ર્ટનર્સે.તામ્ટરંયા યાષ્ટ્રદશ્વું કાયના ખુના સુંયો.તાલુ સ્થેયનના છો. તથા શૈ.બી. ત્યા શૈ.બી. ત્યા કુમાવી દાર્યું ભૂતિ તાણ થાય કે
24	 च्रत्यक्षत्रविष्ठाक्षेत्र्वेत्त्रविष्ठाक्षेत्र्वाक्षेत्र्वेत्वाक्षेत्र्वेत्त्रविष्ठाक्षेत्र्वेत्व्यक्ष्यक्षेत्रचेत्रव्यक्ष्यक्षेत्रविष्ठाक्षेत्रव्यक्ष्यक्षेत्रविष्ठाक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्षयक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्षेत्रव्यक्ष्यक्ष्यक्षेत्रवेत्रव्यक्ष्यक्षेत्रवेत्रव्यक्षेत्रवेत्रव्यक्ष्यक्षेत्रवेत्रवेत्रवेत्रवेत्रवेत्रवेत्रवेत्रव
24	या. जयातः श्रियद्विः वर्षा क्षेत्र्यं विर्ट्य राष्ट्र विर्वा वर्षा क्षेत्र विष्ट्र वि
ч	 र प्राची ब्रिश्य दरक्षेत्री युषु रूप्ति, योद्र स्त्री पर उच्चेता युष्ट प्राचित व्या स्था विश्व प्राचित व्या स्था प्राचित व्या प्राच व्या प्राचित व्या प्राच व्या प्राच व्या प्या प्राच व्या प्राच व्या प्राच व्या प्राच व्या प्राच व्या प्राच व

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10	The family must use a latrine, not open defecation. Children walk close to the ground and pick up germs from the ground, even if someone has defecated there in the last six months. They can pick up hookworm. It makes children anemic and low on iron. Children cannot become smart if they are anemic. Parents and children should wash hands often during the day with soap. The most critical times are after visiting latrine and always before touching food. People sometimes think their hands are clean because they look clean. Millions of germs that you cannot see can be on the hands. Children can start learning to wash hands at about 12 months. Parents should provide a bucket of water and soap and make this a family routine. By washing hands of all family members with soap, there will be less illness in the family. What practical problems do parents face when trying to promote good hygiene?
15	 a. Take time for questions and brief discussion about their hygiene questions. b. Examples: 1) How can we stop children from getting sick if they put dirty playthings in their mouth? 2) How can we clean hands if soap is not available? Soap dissolves in the water. 3) What if my child is afraid to use the latrine? c. See if you can come to resolution on a few of these. d. Thank participants and tell them that the parent volunteer will show them something important to do, related to hygiene.
15	Model New Practice (See session routine #6) Demonstrate application of what was discussed above. a. Demonstrate how to wash the hands of a child 12-18 months. b. Teach a hand-washing song. c. Follow hand washing chart.
5	 a. Set up hand washing area with soap. Hang soap in netting to prevent dissolving and waste. b. Model and teach children how to wash hands with soap. c. Talk to spouse and family members about what you learned today. d. Look for hygiene book to read at home.

क्तुवार्षेट्यायायादीर्भुटाम्बन्गानियार्षेदावमानेचा

चक्रिय मूं शागुः त्यस क्रेंदा

वनबायसायरीनीयदार्वेगवानारीक्षेयर्ग्ना?

नश्रमः विनः दरायमा यो सम्बी अन्य या दशः स्नानशा

हिन्गुका वनन्त्रक्षिन्त्रावर्धकार्षेवादेवे वनकावसावसावने नेवा हिन्तु वहुत्वते न्यावरका नावस्तुः वारक्षवादे तुःवनार्क्षवाकार्वे सकाव



Discussion Guideline:

In what way this method is useful?

Ideas for Reflection and Action

Could you use this problem solving method to address other problems that you face?



मुलार्धेन्सासासतिर्सूनाववाःविसार्धेदालवाःदेन

र्शयान्या श्रीयानुषान्या

यक्षण्निश्चरत्यन्त्री अस्त्राह्मण्यात्रेष्ठाहेस्याववन्त्रेन्दाश्चेश्चराष्ट्रमण्यात्रेष्ठ्रेत्यन्त्रेष्ठात्र्यन्त्रेष्ठ्

न्केंबः रेंबा

ची खासीयुःच्यान्त्रां सर्च्यक्षात्राच्यान्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त् स्वा खासीयुःच्यान्त्रात्त्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्त्रात्त्त्रात्त्रात्त्रात्त्र

शेशशायरम्बयाः द्याः मद्रम् स्वरं

देजकार्चायः ब्रैंतुः वृच्चात्रकाचर्चा प्रहृद्धायवचावरकार्यः यद्वायाच्यः वचकार्यः याष्ट्रकाश्चित्र अस्त्र अस्ति अस्ति विश्व क्षेत्र वृद्धायाच्या अस्ति अस्त्र अस्ति विश्व क्षेत्र वृद्धायाच्या विश्व क्षेत्र वृद्धायाच्या अस्ति विश्व क्षेत्र वृद्धायाच्या व

र्थास्त्री क्ट्रिंट्य

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- १ ला.पीय.च.रे.सी.र.मी.च.र. हूंब.लार.। हूंच.हूंब.तपु.मी.च.रेब.लास्.क्या
- २ अर्दे अर्दे महेश महेश बेरा [अप्राचन्या वहें दाववच दे दर अप यो विषाद सूर्व पते नियो नेया
- अस्त्रीयाश्चरतास्य प्रवास्त्र प्रवास प्रवास प्रवास प्रवास के अस्त्र प्रवास के अस्त्र के अस्त्र प्रवास के अस्त्र के अस्त्र प्रवास के अस्त्र के अस्तर के अस्त्र के अस् अस्त्र के अस्त्र
- १ लासुदेन देश्चेद्रां होना ख्रम ही नकद्वेन द्रयदे बदनी नद्रम्के व ना स्वेम पास्त्रे वन्त्र

- तः च हाम्याक्रिस क्षेत्रस्य नाम्यस् नेत्। स्वारिय म्याप्तास्य म्याप्तास्य न्याप्तास्य स्वार्थः स्वर्थः स्वर्यः स्वर्यः स्वर्थः स्वर्यः स्वर्यः स्वर्यः स्वर्यः स्वर्थः स्वर्थः स्वर्यः स्

NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 3

Assessing Parents' understanding, practices and challenges related to making children Happy and Smart.

Purpose

To identify the base line related to what parents know and do to make children happy and smart. In this session parents will share understanding about priority practices; and their own assessment about how well they are able to achieve these practices. New knowledge will address how parents can promote warm and caring feelings, language, motor development and thinking skills while providing basic care of the child's body – cleaning, sleeping, feeding, etc.

Take Away Message

For children to be happy and smart parents need to promote all four domains of development with equal emphasis. Parents may think that they do not have time to talk to their child, play with their child or teach her/him things. This session introduces the idea that parents can stimulate thinking, talking, moving and promote happy caring feelings through the course of everyday activities.

Time: 2 hours

Materials

- 1. Child wellbeing Index reference for facilitator
- 2. Aow-Aow-Chechey [storybook about father's role in childcare]
- 3. See Appendix 3.Symbol cards to represent caring for the body (stick figure); caring for feelings (two smiling interacting faces or a heart); caring for the mind (candle or light bulb) use for group work.
- 4. Look How Terrific I am (Book)
- 1. Be familiar with all indicators in column 2 of the Child Wellbeing Index (See Appendix -A).
- 2. Be aware that someparents may believe that learning begins when children go to school. They also perceive that they have low capacity to help children in this area due to own low level of education and literacy.
- 3. Even if the parents are illiterate, they could support children learning at home using their own language. Think about how you will help parents understand that they could help their children develop aptitudes for learning through constant communication, questioning, storytelling and songs.
- 4. Prepare group work notebook. Write at top of page Session #3 Views about what is required for children to be happy and smart.

क्वुत्यःर्षेट्रश्चन्यःस्रतेःर्स्नुट्गाव्याःविशःर्षेत्रःत्यमादेन।

শ্লুসঝা	र्हे ^{ड्} रम्
	र्नेब.क्ब.च्याच्याच्याच्याच्याच्याच्याच्याच्याच्या
	२ देश भी देंद र्क्ट्व प्दिला सु द्वाद में वा में दिन से अस वायाय प्रवास वा दे हो वह दें हो दे र वह हो हैं र वस लीका
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	नुस्य वर्षेस्य
70	र्श्वेय:देश.९रायुक्तेय:केर.इप्येशवा.बर.वर्ग्य-लूर.वयुक्तःवयकालका.नेर.ययुक्तःहे. कुं.क्ष्य-इ.इ.युक्य-इ.स्युक्तयका.केथा.क्षे.याहे.स्य.ययन-निर्मा क्षेत्र:क्षेत्र:त्याचीका.वीक्याती:व्यूच्-नेलूट.तयुक्तयकालका.नेर.ययुक्ता.हे. कुं.क्ष्य-इ.स.चुक्य.युक्ता.व्यूच्य
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Minute	Activity
	Introduction
	Today's topic is making children happy and smart.
	 Parents think that learning takes place once children go to school. However learning begins at birth. During the first 8 years the brain develops the power to think and reason, and to communicate. Children also learn important morals and values, and how to get along well with others. They learn to love and care. Today we are going to share your views about important things that parents do to make children happy and smart.
	Group Work
20	 Form two groups. Identify a member who will record ideas in the group-work notebook. Parents will think about what children need to be happy and smart. After the groups are formed, ask each group to ensure members understand the task. Encourage members to explain. Parents take turn to share childrearing practices that makes children happy and smart.
	Plenary:
10	Follow the method stated in session routine #6, each group should share their ideas. Facilitator asks follow-up questions as stated below.
	New topic
20	Tell parents that you would also like to share an important practice to make children happy and smart. a. What are the different areas in which children develop? b. As parents identify an area, draw symbols for the following: i. taking care of the body [stick figure]; ii. taking care of the mind [candle or light bulb]; and iii. developing feelings of love and care [show 2 faces smiling at each other, perhaps a heart beneath the picture; and iv. Improving language and communication skills (show two figures talking to each other.

कुषार्धेरश्रायाश्रदेश्चिराम्बनाःवेशर्धेदाधनारेना

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NATIONAL PARENTING EDUCATION MANUAL

- c. We will use the checklists from the group work activity on what children need to be happy and smart. We will examine them to see if we are supporting all areas of a child's development.
- d. Ask parents where to put the parenting practice they identified. Put a tally mark under each symbol. Help them notice if we are emphasizing one area more than another. All areas need to be stimulated.
- e. The important new idea: Parents have much work to do each day taking care of children's basic needs, such as feeding and washing. It is possible to also promote children's thinking, speaking, thinking and motor development while also taking care of the body. This is how we can make sure that our children are happy and smart.
- f. Read the book "Look How Terrific I am" and talk about it.
- g. The next activity looks at who cares for children. This can promote a discussion about the roles of fathers and managing childcare and development in an extended family.

Worksheet for Activity G: group work:

Activities	Father	Mother	Grand- parents	Siblings	Others	No one	Reason
Read books							
Tell stories							
Sing songs							
Take outdoors							
Play with							
Spend time talking and listening							
Hold and carry							
Feed							
Change diaper and help with toileting							
Make to follow rules							
Dress up							
Give bath							
Cooking for							
Looking after when sick							
Taking to hospital							

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- ५. त्रश्चित्रदुःसं. चार्रस्रेत्रवर्ष्ट्यन्यर्स्से । ५. त्रश्चित्रदुःसं. चार्रस्रेत्रवर्ष्ट्यन्यःस्त्रे । १. त्रश्चित्रदुःसं. चार्रस्रेत्रवर्ष्ट्यंस्त्रे स्वत्यत्यात्रे प्रविद्यास्य स्वत्यत्यात्रे स्वत्यत्यात्रे स्व
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NATIONAL PARENTING EDUCATION MANUAL

Plenary

Reflect on who is most involved in taking care of children and why; and the effects on children's development and relationship formation.

Model New Practice:

We can promote positive feelings and thinking while conducting everyday child care activities.

10

- a. Parent volunteer demonstrates how to take care of a typical child care activity such as bathing, brushing teeth, brushing hair while also stimulating all 4 areas of development: motor development, language development, social and emotional development and thinking skills.
- b. Ask parents how they could involve children and promote thinking and caring while they are washing clothes; gathering firewood; sweeping, or cooking dinner.

Take away message

Homework

5

- a. The homework this time is to think of one thing you do to care for your child's physical needs (such as bathing child, brushing teeth, etc.). Practice developing child's thinking skills, language skills, motor skill, and social and emotional development.
- b. Talk to your spouse and family members about what you learned today. Children benefit when all adults in the family share values and practices.

Ideas for Reflection and Action

- 1. When parents talk with children and promote reasoning skills how does this contribute to child's future school success?
- 2. Happiness is an important national goal. How does happiness contribute to life success? How can we promote happiness when the family lacks basic needs?

क्तुवार्षेदसायास्यते र्भेट्राम्बनाः विकार्षेदावमा देवा

रेशयन्य श्रेंचर्षः या

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 4

Problem solving challenges related to making children happy and smart/ learning new methods.

Purpose

- 1. This is a follow-up discussion about making children happy and smart.
- 2. Provide time for PG members to delve further into the concept that children need equal attention and support to achieve all four domains of development in order to be happy and smart.
- 3. They will have opportunity to address some of the challenges identified in the last session and to suggest some solutions.
- 4. They will learn something new about making children happy and smart: That is to notice how their child is developing in each domain and to realize that children change over time.

Take Away Message

We learned that children develop in four areas. Children grow and change in each area over time. Parents should notice how their child is developing in each area and try to find ways to support him or her to practice or accomplish those skills. If we notice what our child is trying to do, it will also teach us to monitor our own expectations of the child. Paying attention to all areas of development is a good way to make children happy and smart.

Time: 2 hours

Materials

- 1. Child wellbeing Index reference for facilitators.
- 2. 7 Steps of Problem Solving Model use with problem solving activity

Getting Ready

- 1. Review problem solving steps (Appendix). Keep these in mind when helping parents address challenges.
- 2. Work with parent volunteer to notice one area of their child's development and plan to show how they can help that child in that area of development; and also how they can integrate different areas of development. For example, if the child is 12 months and trying to stand alone, then the mother can make sure there is something the child can pull-up on such as a chair. She can talk to the child and describe what he is doing. She can praise the child for his success. She can encourage his motor development. She can let him figure out something for himself rather than doing it for him.

क्वियःऍटशयःअदिःर्श्चेटमावमःवेशःऍदःयमादेन।

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Minute	Activity:
5	1. Follow session routine steps 1&2. This includes greetings; identification of absentees; and appreciation for Parent volunteer's assistance.
5	 Purpose: In the last session you identified important parenting practices to make children happy and smart. You also identified challenges achieving these practices. Today we will practice problem solving related to some of the challenges you identified in the last session. Read challenges that parents identified in last session. (See group work note books)
20	Activity 1 (Group Work) Problem Solving challenges in making children happy and smart a. Select one challenge. b. In plenary follow the 7 steps of problem solving to clarify one problem and identify potential solutions. c. Or as in Session 2, let parents select two or three problems, divide into same number of groups. Each group explains the meaning of the problem, possible causes for the problem and potential solutions d. In the following activity 2, each group summarizes the discussion and gets feedback from others.
20	Activity 2 (Group Work) Thinking about children's development in four domains a. Divide into two groups. Give each group a 4-piece puzzle representing four domains. Ask members to quickly put the puzzle together. Then ask what is the puzzle? Ask what happens if they lose a puzzle piece. Tell them it is the same with a child. Parents have to pay attention to four areas of development for children to reach their potential. b. Ask each group to think of one way that children change in each of the four domains over time. Do this by comparing a six-month old baby with a four-year-old child for each of the domains. For example in speaking, parents might notice that six-month-olds babble and six year old children can tell about an experience. In the second group compare a 1-year-old child with a six-year-old child. c. Ask groups to give an example to be sure that they understand the task.
20	Reporting

कुषाधित्राया अदि र्सेट्यालया नेराधित यया देव

	यम् योद्गाम् वर्षः द्वे क्र्रेंद्व वय द्वे
70	ला.सी.स्ट्रीयाश्चर्या.बुद्ध.ट्र्य.सी. लादु.चुन्ना. याद्धरचन्दरम् । उ. रेतृत्रत्य. ला.सी.सुन्य.हे. श्वस. २० ज्यारमा.शुन्य. कादु.चन्दर्या.सुन्य. पर्ट्यात्त.हुवी ला.सी.स्ट्री शुन्ट्या.मुन्यत्य.सुन्यत्य. स्था.सुन्यत्य. स्था.सुन्यत्यत्यत्यत्यत्यत्यत्यत्यत्यत्यत्यत्यत्
	र्श्चित क्र्रेंबरम वीया मा डिस्ट्रिय प्रिन्म फीब बन मुसुर लियायन दुवे द्रन्म योग्य सम्मान मा निर्माण मा कि सुन ही।
ч	 विष्यान्त्री बाबी-वार्षश्चर्यां विष्ठां विष्यां विष

নমূর্বার্কিশেমার্মূর্

- रःचडर्थान्त्रीयः खाःसुःर्द्ध्याविःयादयःचविदेर्धेयाःययः स्याञ्चेत्रदर्वत्युयःचःवर्त्ते देस्पिद्यःस्रोश्चयःचे। देत्यवद्याःययः हिद्गन्नीयःययदःच छेदः यावेःयादयःदेर्द्धः गठिनानानिकानात्राकेसः श्लेष्यां अर्थेर्स्सास्याना तुर्वा श्लेषा

বৰ্ষমন্ত্ৰিব বৃহন্দেৰা ঐধ্যন্ত্ৰী প্ৰবৰ্ষ ৰাধ্য শ্লুবৰ্ষা

र्बे त'न्रेंब हुं नेश पर भ्रेन्ग्री मोबी माबस मबेंबें कार सु तर्व को स्वार के स्वार स्वार स्वार मान्य स्वार स्व

श्चैन प्रभुव हेर्स्

र्वेनागाः वेनायेनायहेनाः न्धायि प्राप्तेना विद्यायकाः क्षेत्रायक्ता स्रेनायक्ता स्रेनायक्ता स्रेनायक्ता स्रेनायक्ता स्रेनायक्ता स्रोनायक्ता स्रेनायक्ता स्रोनायक्ता स्रोनायक्तायक्ता स्रोनायक्ता स्रोन ग्रीकः क्षेत्री लन्दरः नकानेन। लन्दरः नकान्त्रिनातार्क्रमाकान्यदेवनाने प्रमन्नेकार्द्धात्मान्येदावद्यनान्त्रन। प्रमन्नेकानानेना प्रमन्नेकानानेना प्रमन्नेकानानेना व्यव देवरे त्यु विवाहिता होता होता होता है । विकार हेर्स के कार होते हो विवाहित होता है । विवाहित होता है । . तुःर्दुःष्परः क्षेता नतृतः ग्रीः क्षेत्रं नबुअः क्षेत्रं वादशः श्रूरशः नविदेर्धेनाः यशः नर्धे प्रित्ये क्षेत्र वेतः नति नेतः निवासि निवासि निवासि । चत्रेञ्चरूषाचार र्हरान्वे र्नेचबुरुष्ट्रे छात्रुते सर्भ्रेन्द्रात्वे सामनेवाद्रात्वे स्वरूप महिल्या हिल्या हिल्या

	Model New Practice
10	 a. Parent Volunteer says one thing she noticed about how her child is developing in one domain and shows how she is helping. She can also show how she helps the child develop in four domains while she is encouraging the child. b. For example the young child, aged 10 months is fearful of strangers. What does the mother do to prevent the child from being upset in presence of strangers?
	Facilitator reviews what was learned and recaps take away message.
5	a. Identify one way how children are growing and changing in each of these four areas.b. Do something to support their development in one of the four areas.

NATIONAL PARENTING EDUCATION MANUAL

Discussion Guideline

- 1. We learned that children develop and change in four areas. Do you think that one area is more important than the others? Why or why not?
- 2. How does each domain of development influence the other areas?

Ideas for Reflection and Action

Are children's abilities in thinking, moving, feeling and talking important as children transition to primary school? Do you think teachers give equal attention to all four domains of development? How does this affect the child?

Puzzle Game

Make puzzles by cutting a coloured piece of A-4 paper into four pieces. Use a different colour for group. Alternatively, you can use pictures from a calendar, magazine or newspaper. Using plain paper with no picture is the most challenging. Give one puzzle piece to each member of a group. When the facilitator says, "Go" the members try to fit the pieces together to complete the puzzle. Tell them to put the puzzle together as quickly as possible. This is a competition. Make it exciting. The completed puzzle can be used to explain that a child is like a puzzle made up of four parts. Each piece is unique and essential for completing the puzzle.

मुलार्लेट्यायासतिःर्सूटाम्बमानियार्लेदालमानेचा

रेवायान्यते ह्यापात्रम्या

समार्ख्याचे न त्यात्र के रावर मेर्निय प्रत्य श्रुर र्भेन प्रत्य श्रुर र्भेन प्रत्य श्रुर श्रुन प्रत्य श्रुर श्रुन प्रत्य श्रुर श्रुन प्रत्य श्रुर श्रुन प्रत्य श्रुर श्रुन प्रत्य प्

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शेशशायरम्बयाः द्याः मद्रम् स्वरं

पी. कुष-बीर-मुर्थ-विष्य-प्रियक्षि, रूका-प्रहूप-तयन-विषय-तका कार-तय-तयन-वृष्य-वयन-भूका-प्रमीया-पूर्मी यन-यो-भून-तयन-त्यवयो-भुग-प्रमी-क्ष्य-त्या-क्षिय-त्य-त्य-विषय-त्य-विषय-त्य-विषय-प्रमा-त्य-त्य-त्य-त्य-त्य-व्य-क्ष्य-त्य-क्ष्य-क्ष्य-त्य-क्ष्य-त्य-क्ष्य-त्य-क्ष्य-त्य-क्ष्य-त्य-क्ष्य-क्ष्य-त्य-क्ष्य-क्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष्य-क्ष

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ला.मी.क्षेत्र.सॅट. सॅट.सॅ्रेंच.कंष्य.सं.चलवा.ब्री (अ.संचिव्यात्ता)

ন্য শ্লীনা বেনদ্রী

- ว. ला.जीयुन्नुमुन्ति, हुचा.वंशाची. चन्नुहुचा.उत्तयुव्यत्त्राची. चर्मा वर्ष्यक्ष्याची. व्यत्त्राची वर्षा वर्षा
- २: मुँबर्द्रवाणायाः धनवः द्रः अः सुः र्वेषाः क्षेत्रः द्रवाणायः चनवः से क्षंत्रः त्रवाणायः धनवः से विष्णायः विषणायः विषणाय

NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 5

Assessing Parents 'Understanding, Practices and Challenges related to Keeping Children Safe and Protected

Purpose

This is the third topic related to child wellbeing. This discussion will enable Facilitators to gain a baseline of parents' current views, practices and challenges related to keeping children safe and protected. Parents will learn about accident prevention. A common cause of accidents relates to child neglect which occurs when parents do not take care of child's safety and basic needs. Parents will discuss how to make the home safer and find solutions to prevent leaving children unattended.

Take Away Message

Parents love their children very much. A very sad thing for parents is when their child has an accident. Many of the accidents that can be prevented often occur due to neglect of the parents. Neglect is a kind of child abuse. We must always make sure that our children are supervised. We should also take a look around our homes to identify safety issues and try to reduce these.

Time: 2 hours

Materials

1. Keeping Children Safe and protected (Appendix 6).

Getting Ready

- 1. Be familiar with all indicators in column 3 of the Child Wellbeing Index
- 2. Read Information Sheet Accident prevention and Child Abuse and Neglect (Appendix 5)

■ क्वित्यः व्याच्यास्य अदिः क्वित्यास्य व्याच्यास्य अविकार्यास्य व्याच्यास्य अविकारम्य अविकारम्य

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20	 इ. इं.क्य.ब.प्रांबा, रूच.क्य.ब्री.शूंपरावा, चे.ब्रा.लूर.इंग्ट. बोटय.बोटय.व्य.ब्री.ब्रा.इंग्ट. जावा रंग्ट.इंग्य.वृत्त.वृत्त. सूपर.मीच.झे.वर्की.बुर्वश.जावा, शूंपरावार.र्यंत्र.व्य.सूपरावार.र्यं वाह्य.व्य.र्यंत्र.व्य.र्यं ब्री.व्य.क्य.व्य.क्य.वृत्त.व्य.क्य.क्य.व्य.वृत्त.व्य.क्य.क्य.व्य.व्य.वृत्त.व्य.व्य.व्य.व्य.व्य.व्य.व्य.व्य.व्य.व्य
70	ङ्ग्रव (वु ^{-द्रच} न्वी)
	र्श्चेन-दुशःग्चै-देतुःक्षेन्-(६मते दरः मर्गेन्-प्रेन्-पर्वः वनसःससः सन्।स्वेदः तवनःद्वी।
20	इस स्नियास मुस्यी प्रविद्या प्रक्षीय प्रति स्वास स्वा
20	 वे. र्यक्रूस्ट्रेस्यक्रियां के क्रिक्ट्रेस्य - (० क्रुवाश्च्यक्री) व. यंत्रिश्च्यां क्रुवां क्रिया व्यक्ष्य क्रिक्ट्रेस्य प्रमान क्रिया क्रिया

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Minutes	Activity
20	 Today let's talk about keeping children safe and protected. This is always a big concern for parents and we can share some ideas about that. What is your understanding about what it means for a child to be safe and protected? We will use the same method as before. Divide into two groups. Select a person to record your views Go around the circle and take turns sharing. You may go around until all ideas are shared. Take one example from each group to make sure they understand the topic discussed.
10	Reporting Follow method stated in session routine no. 6
20	 a. Facilitator says: These are the things you think are important for making children safe and protected b. Let's see how well you think things are going for your children in each area. c. Each group shares one practice. d. Ask the group whether to put a happy face for things going well or sad face to depict challenges. e. Continue sharing between groups and adding the smiling or frown face beside each parenting practice related to safety and protection f. In the next session, let us select some of these challenges and see if we can come up with solutions to turn a sad face into a happy face.
10	 New Knowledge about Accident Prevention a. Today let's see if we can learn some new things about preventing accidents. b. I have a chart we can use (Refer Appendix 5). It has 3 columns: Types of accidents that occur with children 0-8? Why do they occur? How might we prevent it? c. Let's go around the circle. The person shares about an accident that we see related to children from birth to 8 years. The next shares why it occurs. d. And the third says – What can we do to prevent this accident? e. If someone disagrees with what is said or wants to add something, then you may. f. If not, then the next person will describe a different accident g. Cover 5 or 6 accidents according to time.

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	यरं अष्ट्यं च कु क्र्रेय हुँ हैं । बुर् क्रियः मुद्दे र ब क्रियः क्र्रेयः हुँ र क्रियः व स्वरं प्रत्ये मुक्ति क्रियः क्रियः क्रियः क्रियः व स्वरं
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	 छे-त्रीकाला त्रीमिन्या पडिया निरायके त्रा क्षा में अपनिया विषय त्रा क्षा क्षा क्षा क्षा क्षा क्षा क्षा क्ष
	उ. रायक्यामुखा लासुमुरकामुकेमा नक्षाक्षाक्षेत्राचाराम्बनामबन्यायवनामक्ष्यराक्ष्याक्षाक्षाक्षात्राक्ष्याम्बन्याय
	अर्वेरअ'न्भे'न्नाद'र्देर। नेत्यु'र'नरुष'ग्रीक'नार्डेवनन्र्स्नाक?
	शेक्षशायम्माववग्नम् वे मिन्नम् विद्वानम् विद्वानम् विद्वानम् विद्वानम् विद्वानम् विद्वानम् विद्वानम् विद्वानम्
	सः सदिः विश्वः त्तुरः शः योषा योषः योषः योषः र्यः द्वेः क्ष्रेंदः वयन् दी।
20	बा.मि.स्यु.सी. चा.कुकुचा.हेब.प्रमा.सूर्य द्वेष कुर्य द्वेष कुर्य द्वेष कुर्य र रेहेब खीर र र र र र र र र र र र र र र र र र र
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ч	બી.ભર છેય.શૈરના, શ્રુંય.શૈરના શ્રૃંય.લેવે ક્રિય.સ્વા હિર્સ્સ્ય હિમાર્યક હિમાર્યક ભાગ છેય.શૈરના કૃય.બી. વનર ભૂરે જ્ઞાને સ્વાન હિમાર્યના હિમાર્યના કૃય.બી. હિમાર હિ
	चठरात्युः क्षुचार्द्धवार्यपार्वचार्यचर्त्रवीयान्दा होत्रदेशात्युःवरी चन्वास्त्रेत्वेः चर्ताचलवादीसेन्यान्वयान्वयान्वयान्वयान्वयान्वयान्वयान
	वयमानेमात्रक्ष्मात्रेषमाममा रायक्षात्रायस्याम् स्वात्यात्रमाम् स्वात्यात्रमान्यात्रमान्यात्रमान्यात्रमान्यात्र

নপ্নৰ ব্ৰুষ শ্ৰী অম কুঁৰা

- ગ વનવાએન સુંવલવાએ તમે હા સુતે સુવર્સુન વાઉ તવન ફરાય ર્સૂ?
- २ः लासुः तिर्म्म् त्यान्वेन स्थानवन देश्ययानम् नाधनयासुः स्वरुषः ग्रीयान केतवन् द्वन्य १ वर्षेन केतवन्त्रमा के सः स्थ्री १
- ૩٠ લાલા સુર્યા હત્ર લેવ માળવા તેં 'રહિવાલા' વસ્તુને વાર્કે સંવારે સ્વરાયું ? કે હિલ્મ અ. વા કે મહેવા સ્વર છી વા સ્વાયા હિવા ચ? વા કે સે?
- द्धार्थः अष्ट्यान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रे व्यानुस्यान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्रेयान्त्र

चर्षसः विच प्रस्यमा येदा ग्री समसः मादसः स्नामस्य

- ફ્રિન્સ્તેઃફ્રેસ'શ્રું', છેવાં સુંદલ્લેન નુધુન્વનનું લેવસ' અચા છેવાં સુંદલ્ય સંદ્વના વાત્રન કેવે મેં વાસું ન સુંધુન્ય સંસ્થાન ન કેવાં સુંદલ્યા વાત્રના
- होर्-रतः लीयः स्त्रीयः देवी।
 होर्-रतः लीयः स्त्रीयः क्षेत्र श्रुदः श्रुदः स्वित्त्वता । लायुः र्व्तुः स्वायाः स्त्रीः स्वायाः स्वयाः स्वयः स

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NATIONAL PARENTING EDUCATION MANUAL

Some of the reasons you describe for why accidents happen is what we call child neglect.
What does that mean to you as a parent?
a. When we do not take care of the children's basic needs we call that neglect. It is one form of child abuse.
b. Have you seen cases where a child is left alone and unattended? What might be the reason for that?
c. We have all seen children left alone and unattended. We may not like to see neglected children, but what might we do about it?
Take away message
Model New practice
Parent Volunteer- Teaching the child that something is dangerous and showing how to do it in a safe way; or teach the child not to do unsafe things.
Homework
For homework, do one thing in your home to make it safer for young children; teach your child about safety. Be able to tell us what that is. Also make sure that you are not leaving your child unattended. Find a solution and tell us about it next time.
\

Discussion Guideline

- 1. Why neglect is considered a form of child abuse?
- 2. What can we do to prevent leaving children alone? Why is this important?
- 3. What accidents often occur among children birth to 8? How many can we prevent? How?
- 4. Make sure that older children know how to find the village health worker if they are away from home and a friend has an accident.

Ideas for Reflection and Action

- 1. Do a safety check of your home and make changes to improve safety.
- 2. Do a safety check in your neighbourhood. Talk to children about how to avoid accidents away from

क्तुत्यः ऍटसः सः सदेः क्र्रींट मालगः नेसः ऍदः त्याः देचा

रेबायान्या ह्येंचारुबार या

लातुःके बार्यु स्त्रु स

न्वेषिः देवा

- ય. સૂર્ટા હોયાત્રા, ભૂતે મુત્ર, વર્ષા હદ્દુવા વદ્દા હું ભૂરે તા ચોધ્યા હોયા કું તે કું તારા કું તે કું તા કું તે કું તા કું તા કું તો કું તા કું તો કું તા કું તો કું તો કું તા કું તો કું તા કું તો કે તો કું તો કું તો તો કું તો તો કું તો કું તો કું તો કું તો કું તો તો કું તો કું તો
- हैं-सि.क्.क्. यमावा स्वयं मी.क्षूम्याया क्षेयः हैं-स्वयं में कुषी

 अस्यायाय हैं के स्वाया स्वयं में स्वयं के स्वयं के स्वयं के स्वयं के स्वयं स

बेबबावरायलगु दुवी यदी यह दुवैद्

र्थालयो श्रेक्ट्रीय

ন্য:শ্রীবা:বেনদ্রী

হ.জন্মা

- ว देते चन्न दर्कर मीश र र्ह्से चरे हेंग हें चर्च अश (शुर देच)
- इ.ची.पक्ट्र्या.ध्याराक्यायी.पर्टी. छेब.बीस्पर्टार्जवथा.सी.यथची (मिस्थात्र्यायायात्राप्त)
- उ. ला.जपु:श्रीरःश्रीय। (ब्रेसःश्रीयशःस्यो.तो)
- ८. तथार्स् जी. श्रीय र्ह्मेय तयर स्थित अत्तर स्थीत अत्तर स्थीत अत्तर जी का स्थान स्थान स्थान स्थान स्थान स्थान
- w· ङ्क्षेत्रशाहोसराग्री:रेसपार्दितहोत्पावते धर्मरेशाग्री:र्स्त्राह्मसाम्बर्गाः

NATIONAL PARENTING EDUCATION MANUAL

STAGE 1 SESSION 6

Follow-up session on Keeping children Safe and Protected.

Purpose

- 1. In the last session parents were asked to identify potential accident and safety issues in their home. For homework they were asked to identify at least one and correct it. They also learned that many accidents occur due to child neglect. They were asked to make sure that their child is supervised by adults at all times.
- 2. When they share results of their homework they will be learning how to overcome challenges of child neglect and child safety.
- 3. In this session participants will learn about types of child abuse physical, emotional, sexual and neglect. They will discuss the types that occur; why it occurs and what they might do to prevent it. They will learn ways to avoid physical abuse by developing positive discipline skills

Take Away Message

Parents have a special role to protect children from emotional, physical and sexual abuse. It is important to identify abuse and prevent it in your own home and neighbourhood. One area of concern is physical punishment. It helps parents to remember their own childhood and think about how they were punished as children. How did it make them feel? What kind of guidance helped them the most? Parents can learn new approaches to disciplining children called positive or "instructive" discipline. This approach helps children learn from their mistakes and gives them guidance for what is expected. Parents should know the dangers of child abuse and prevent it in their home and community.

Time: 2 hours

Getting Ready

Materials

- 1. My family helps me feel safe (storybook)
- 2. Keep my Little Explorer Safe (TV spot)
- 3. Child Protection (Appendix 6-A)
- 4. Helping Parents Use Discipline that Teaches (Appendix 6-B)
- 5. Prepare picture chart to show Instructive Discipline steps.

क्तुवार्धेन्सायास्य स्रोते र्स्नेन्यावयाः विशार्धेदाययाः नेना

- ક્ષેત્ર-રિયાયન્ત્રી. જાયાનું શ્રેન્-રિયાયુન્નિન્ સ્પાનું સ્ત્રાનું સુત્ર ત્રુન સ્પાનું સુત્ર ત્રુન સ दे.स्ट्रिंस्यदे. ब्रिज्ञासू क्युंत्यमा से दायवन दी।
- ૩٠ લન્સ પહેર્ શ્રું વર્ત્ય છે. લક્ષે નેવા શ્રેલા વહેલી વહેલી જાય તેવાન કુવા. ને શ્રેલન્ય અર્જુ વહેલા ક્ષેત્ર સ્થાના કુવા કો
- ८. ला.स. ज्या. क्र्या. क्रिंग.स. चर्या.स. चर्या.स. त्या.स. त्य.स. त्या.स. त्या
- w. चबर्रातु हुँचैव द्विश्वश्चर्रात्यतु व्यवश्चर्या ह्वा हु द्विव ही। (बुर हुँवा शास्य)

श्चरत्या	्रे र्हुरस्यू।
74	 च. ब्रिट्यीला. ज्यूमा यहेंचालारा हुने आजण. रेण चाहेचाजी. ज्यूमिय शुन्यिया चिमा से श्री च. प्रिंट्याला तथ मैच हुलाया च. प्रस्त प्राम्निय हुलाया च. प्रस्त प्राम्मिय हुलाया च. प्रस्त प्राम्मिय हुलाया च. प्रस्त प्राम्मिय हुलाया च. प्रस्त प्राम्मिय हुलाया च. प्रस्त प्रम्मिय प्रस्त प्रस्त प्रस्त प्रम्मिय हुलाया च. प्रस्त प्रस्त प्रस्त प्रस्त प्रस्त प्रम्मिय हुलाया च. प्रस्त प्
ч	 ट्रेमी.श्लॅरज्ञ अर्थ्न व्यवश्वाचित्र र्यात्म कुल्री व्री. कुर्राचीय ज्वात्म कुर्य रेचीय ज्वेत्म वित्र हुँ निवास कुर्य हुँ निवास कुर

- 1. Carefully review the key message and the activities in the session.
- 2. Use the homework review as a way to demonstrate that parents have identified many ways to address the challenges that were mentioned in the last session.
- 3. Be ready to pull out some of these examples by looking at notes from last session.
- 4. Review information resources about child abuse and neglect (Appendix 6)
- 5. Learn techniques for positive discipline (Appendix 6)

Minutes	Activity
15	 I would also like to share something important about keeping children safe and protected. I am sure you have all heard the words" child abuse". It is one of parents' important roles to protect children from different kinds of abuse. Last time we mentioned that" neglect" is one form of child abuse. There are three others. They are physical abuse, emotional abuse, and sexual abuse. Can we think of one example of physical abuse? Emotional abuse? Sexual abuse? Let's think about child abuse by asking these three questions:1) Types of abuse that occur, 2)Why these occur, and 3)What we might do to prevent it. We will conduct this activity as a whole group. Start at one point in the group. Each person tells one example of abuse. Going clockwise, next person answers the question, "Why does this occur?" and the third person tells how we can prevent it. As before any group member can comment on what was said to agree, disagree or suggest a change. Then select another form of abuse and go through the three steps, with three parents responding in order. Try out one example before you start.
5	New Knowledge: One way that we can prevent physical violence is to replace corporal punishment with positive or instructive discipline. 1. What does this mean? 2. Has anyone tried it? 3. Do you think it works? Why or Why not? 4. Here are somethings to think about:

कुषः र्षेट्रशस्य अदे र्श्केट्यावयाः विश्व र्षेत्र ययाः देवा

	धूँच हूँदर्ग चुन्न सम्मद्धे स्वत्व मुन्न विषय मेन कर्म के स्वत्व मुन्न स्वत्व मुन्न स्वत्व स्
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70	र्ट्र इंदर् ने देव.त. स्ट्रेय. सु. कु. उसर स्ता. स्वयः श्राम्या हुं स्वायः मुंग्या कु. सु. सु. स्वयः वर्षः सु. अवर सु.
	र्चुशःश्रुं त्यः चुशः चरुतः श्वरः च्याः द्वीयाः द्वीयाः विद्योः श्रेश्वरः विद्याः स्वरः विद्याः विद्याः विद्या श्रेषः श्रेषः विशः चरुतः श्वरः विद्याः द्वीयाः विद्योः श्रेष्ठः श्रेष्ठः विद्याः विद्याः विद्याः विद्याः विद्य
	चके) म. समायमःभिरमान्त्रभान्त्रभान्त्रभान्त्रभान्त्रभान्त्रभावश्चिरम्भान् क्षेत्रभूभावन्तर्भान्त्रभूभिर्मान्त्रभूभित्तर्भान्त्रभ्यस्य
70	योशणः दुः इत्री द्रीयः वशः वीशः यो. देशः योड्यो झें लाः शंक्ष्ये वीशः प्र्यम् वीशः श्रेयः श्रेन्यः वेषः योड्य वीम्यः विद्यां क्षेत्रः यात्रः विद्यां विश्वः वशः विद्यां
	सह्य-पशु
	र्श्चितः र्ह्नेद्रायः मीशः मा द्वाञ्चेताः द्वेरे व्याचित्रः वश्चित्रः विचायवन्द्वेर्त्तः श्रेश्चशायस्यवमा नुर्मे प्यत्यम् वर्षेद्रः वर्वेद्रः वर्षेद्रः वर्षेद्रः वर्षेद्रः वर्वेद्रः वर्वेद्रः वर्षेद्रः वर्य

	Facilitator shares parenting tips for setting limits (A type of positive discipline)
	 Make sure that the limit is appropriate to the situation. Fit the limits to the individual child's age, personality and skills. See that all adults in the home consistently apply limits. Reinforce the same rules consistently. Follow through, support words with actions. Use simple statements, be clear and state limits positively what you expect of the child. Respect the child's feelings and acknowledge them when you can. Ask the child to explain behavior (when angry, scared, etc). Retell your expectations. Ask the child what he will do in the future. Be ready to deal with the consequences. Do not avoid the situation or give in if your child screams, cries or threatens. Let the child help in improving limit setting.
	Activity (Group work):
10	Ask the parents: Think about own childhood memories of being disciplined. Do you remember a case where you received corporal punishment? Do you remember a case where you were talked to and guided in a positive way? Discuss in pairs what you are comfortable sharing. Wrap-up: Participants do not share this in-group because the topic is very sensitive. However, the facilitator can ask, "From your memories and discussion, what conclusions can you draw about discipline that best helps children to grow."
10	 Model new practice (Parent Volunteer) Parent volunteer should demonstrate the meaning of what was discussed in Step 5. (See session routine no. 6) Example: Parent wants to break up fight between two siblings over a toy. Instead of hitting them or taking the toy, the PV talks to them. He tells what his expectation is. Then he asks each child to explain himself. Then he asks each child how she or he might resolve the conflict. Parent clarifies their decision and consequences if they do not live up to their agreement.
	Wrap-up. Facilitator reviews what was learned and shares Take Away Message.

क्तुयः ऍटसम्बन्धः संस्थानिका स्वापनिका स्वापनिका स्वापनिका

ট্রিম'ন্মা

- यः स्थार्स् खे.खे.खा.खे.स्ये प्रस्ति स्थान्य स्थान्य
- ला.मी.ची.चा.डी.प्यचनस.ली.व.च्या.चा. चार्च्य.झी.च्याचा.चम.ची.
- दः ष्यासुःचीशः तुरशःनगायः हेः सूनः शेः वदीसुः ६ वदी
- टः हिन्दित्रात्रात्रुःहिन्त्रीयःदेवःम्डिवञ्चेन्यःश्रेत्र्यः। मङ्गेत्वन्त्र्यतः वेदिन्दिन्तः मञ्जूद्वन्ति विद्वन्ति विद्वन्ति
- रेतर्रेर्झ्याः वनवात्युः अष्ठअः त्रत्रेवाः तनर्गवरः त्रेरः स्वनः त्री
- ७ रेवर्ने रचक्के रक्षे वरेव शुव देवे शुव वश्व अस्त्र रहेव वय वश्व रहे रूप रे सुव या स्वर्श स्वर्थ जा स्वर्श स्वर्श रामित स्वर्श स्वर्थ स्वर्श स्वर्श रामित स्वर्श स्वर्थ स्वर्श स्वर्थ स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्वर्थ स्वर्य स्वर्य स्वर्थ स्वर्य स्वयं स्वर्य स्वयं स्वयं स्वयं स्वर्य स्वयं स्वयं स्वयं स

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- र्सनार्श्वेद्रावद्युरासेद्रायतेः खाःसुतेः ह्रनाशः सर्वतः हुं नाः हे राखीदाद ?

নম্মজনীব ব্দেশ্যবা শ্রের গ্রী গ্রন্ম বার্ম শ্লবমা

- જાત્યું ર્શ્કુ ન્દાર્યદ્યો પ્લયાયું. ચૂંનાબા સ્થાપ્યાન્દ્રને તેવા કું કું ત્યાના કું કું તાવા કું કું તાવા કું જાત્યું સ્થાયો નાલયાના નાલક સ્થાપ્યાના માન્યા તાલક કું તેવા કું કું તાવા કું કું તાલક ક આ તાલક કું તાલક કુ તાલક કું તાલક કુ

हूँ रिजश म्र्रियक्ष जात्री क्ष्यीय स्थाप विद्या स्ट्रियी अपूर्ण अपूर्ण स्थाप स्ट्रियी अप्याप स्ट्रियी अपूर्ण स्ट्रियी अपूर्

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Homework

- 1. Ask parents to try using positive / instructive discipline during an incident where they would usually scold or hit the child. Review steps.
- 2. State what you see the child doing.
- Listen to the child's explanation.
- Tell your child your expectation. Ask your child what he needs to do to change behaviour
- 5. Ask for his cooperation to do so.
- 6. Review progress to achieve the expectation and congratulate the child when accomplished well.

Discussion Guideline

- 1. What are four types of abuse? [Emotional; Physical; Sexual; and Neglect]
- 2. What are the signs and symptoms of an abused child?

Ideas for Reflection and Action

- 1. What can we do about child abuse in our community?
- 2. Are children with disabilities more likely to be abused than other children? Why or why not? What can be done to help these children and their parents?

Textbox:

5

In this session, some parents will insist that corporal punishment is necessary. They will say that children do not take you seriously when you talk to them and they must suffer pain to remember. The facilitator counters this by asking, "Does anyone have a different view?" The facilitator can empathize with parents saying, "This is a very challenging area for most parents. Most of us grew to think that punishment had an important place in good childrearing. Many people today, especially child development and education experts now believe that instructive discipline teaches children more than physical punishment. With instructive discipline, they receive a clear explanation for what is expected of them. They are given opportunity to think. They are expected to come up with alternative behaviours and to be held accountable for their agreement to use the acceptable behaviour. Physical punishment teaches them that when one is angry with someone, hitting or hurting them is an acceptable response."

क्तृयः र्षेट्रशन्यः अदे ः र्सेट्रग्वनाः वेशः र्षेत्रः यगः देन

र्रमायाय्या

खूद^ॱवनकायमार्थेद्रा यसार्थेतान्दः चार्कदान्नन्तुन्तुः भूनकार्नेदः न्दातन्तियानतेः । आत्याम्दानकान्दर्यान्दर्य

ক্রুব'ন্ত্রেহমা

ख़री जीवार्स्कार्यं प्रास्त्र प्रास्त्र विवास नेत्र क्र्यांचियाचा कुख़र्य ने देश्यों महेर्य हेर्यु स्थाख़र्या मी. फ्र्य नेट्यंचेयाच्यु प्रसास्त्र ची. क्रियाकी क्षेत्र मुद्देश ख़र्या मिल्याकी मिल्याकी क्षान्त्र मिल्याकी क्षान्त्र मिल्याकी क्ष्याची क्ष्यची क्ष्

त्यर्चर्यं कुंची, जचाक्क्र्रेर् कुंख्री चीराच्चर्यं कुंची, जचाक्क्र्रेर् कुंख्री चीराच्चर्यं क्रिक्स्यां क्रिक्स्यां कुंक्रियं कुंच्यां कुंक्रियं क्रिक्स्यां कुंक्रियं क्रिक्स्यां कुंक्रियं क्रिक्स्यां क्रिक्संयां क्रिक्संयं क्रिक्संयां क्रिक्संयां क्रिक्संयं क्रिक्संयां क्रिक्संय

NATIONAL PARENTING EDUCATION MANUAL

STAGE 2

Facilitation Guide - Childrearing in Context of Cultural & Family Values

Background

Spiritual and Cultural development are essential to good child outcomes. Culture is the fundamental building block of identity. Through cultural learning children gain a feeling of belonging, a sense of personal history, and security in knowing who they are and where they came from. A child's family background shapes early cultural experience. Families hand down beliefs, attitudes and ways of acting. These rules for living come from one's ethnic, regional and religious heritage.

Education is a process of gathering information from different sources and perspectives and then evaluating its worth and usability. The process of thinking about how local knowledge contributes to or undermines a parent's goals for their children is a fundamental skill we want parents to gain from the program. The child wellbeing indicators tell us whether a child is being looked after properly. There may be examples of cultural and /or family values that support these indicators and some that do not. The issues of culture and tradition are sensitive and there is the question of how to respect and celebrate local tradition that is supporting optimal child development and confronting those that are harmful practices according to legal national and international standards.

Traditional cultures may feel threatened by outside groups that promote other ways of parenting. It may be useful to set the stage for these discussions by celebrating traditional arts; and spiritual ritual that parents pass on from generation to generation. This continues the approach of building on parents' strengths, which provides the energy for change. Another approach is to create opportunity for parents within this group to examine traditional childrearing practices in relation to their own goals for child wellbeing. They will have discussed what they see as priority parenting practices for health, learning and protection during Stage 1 parenting sessions. The role of the facilitator is to provide a tool by which they can examine how well traditional practices are helping them to achieve these aims for their children.

मुलार्लेट्यायायादी र्सेट्राचावना वियार्ले यापा देवा

र्वायावया श्रेंचर्वा

षभार्द्धं वीषासूरार्धेराष्ट्री सुवारिता केमभावसभार् दावदीयावते सुदावार्द्धः स्टार्भेतीका यार्द्धाया वारे से सूर्व देवा?

न्केंबर्देवा

श्रेश्रायरप्तव्याप्तर्वीप्यतेष्यद्वा

ત્વયુત્વનાયાલે ક્રિયાસ્ત્રા સ્થિયાસ્ત્રા લોફોર્સિયું ના વાસ્ત્રાસ્ત્રે ક્રિયાના તાલી કો સ્થિયાલ તાલી કર્યો કર્યો

त्यर्कें तु सुर्कें द

ક.જ્જા

वर:र्रेंबर्भवाचर। र्रास्तेरंश्वरःवान्रावतेश्चेरा(इरःश्चवाबार्धर)

ग्राञ्चीयाययम्बी

્રાફ્રિન્સ ભૂતવન્ષતિએ ફ્રેપ્ક્રિન્સ, ક્ર્યક્રેંભર્સના ફ્રમાર્ગન અસર્જ્ઞભર્નસ્ત્રોભાવતે. ભવા ભેષ ફ્રિંગોર્સ્નેસ્ભરા સૂત્ર ક્રુપ્ત કર્યો

श्रूरः वाहर हे वी: वर र्देश क्वा वुर वश्लूर लेव विव देवी (हुर ख़ूवाय थन)

क्रॅबर्स्य, वार्नेस्ट्रेन्यन्त्रीत्रक्षा में द्वियामा क्रियामा क्रियासी क्

:र्टरबैरः भ्रैय-र्टरजंबन स्रीत्वधवादुतः भ्रूराजवायममायक्षरायक्षरायक्षेत्र स्रीटर्द्धी। गपुःश्रृय-रिमाबराजः रायक्षान्त्रीमः लाजः स्र्रः वाश्चवीयायममायस्य राष्ट्रिय स्रीटर्द्धी। रोजमा मुममायमायायमार्
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ત્ર્વા કુર્ખુય વાકુવા ભ્રુષ્ય ત્રવા કુંવાયા વાના સુંત્ર ત્યા વક્ષેય સૂંયા ત્યા કુંભારી કું જો ત્યા કુંવા કુંવે ત્યા કુર્ખુય વાકુવા ભ્રુષ્ય ત્યા કુંવા રીયા ત્રું પ્રત્યા વક્ષેય સુંયા ત્યા કુંભારી કું જો ત્યા કુંવા કુંવે.

NATIONAL PARENTING EDUCATION MANUAL

STAGE 2 SESSION 7

How do parents use traditional arts and spiritual practices to teach their Children?

Purpose

Spiritual and cultural development is essential to good child outcomes. Culture is the fundamental building block of identity. A child's family background shapes early cultural experience. Families hand down beliefs, attitudes and ways of acting. These rules for living come from one's ethnic, regional and religious heritage. From these, children develop a sense of self. In this session parents will share ways they help their children develop cultural and spiritual values.

Take Away Message

Through cultural learning children gain a feeling of belonging, a sense of personal history, and security in knowing who they are and where they come from. Parents have a significant responsibility to reflect on their own values and model these for their children. Actions speak louder than words. Children learn more from watching what parents do than listening to what they say.

Time: 2 hours

Materials

Information sheet – Traditional storytelling(Appendix 7)

Getting Ready

Learn about traditional arts and cultural practices in the community where you work.

Review information sheet about storytelling (Appendix 7)

Think about how you are going to introduce spiritual development to groups with diverse religious beliefs and practices. What is it that all religions share in common? This would be the focus in that situation?

In the past sessions we have shared views about what children need to become healthy and strong; smart and happy; safe and protected.
Another thing that shapes children's identity is to feel part of a family and a larger Bhutanese culture. Do you think that is true? Why or why not?
This is so important, in fact, that we would like to spend this session discussing how parents can use cultural traditions and spiritual practices to teach their children
(

कुल र्लेट्य प्राय अदे र्स्नेट मालग नेय र्ले द रायग देव

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		नगरा होन नहूर में भा
		दु.रेटा रेत्मबंशास्त्रे. जबस्ययाक्ट्यास्यास्यास्य विषय्भायत्वितास्यास्य विषय्यास्य विषय्यास्य विषय्यास्य विषय् इत्रेत्वं मुःसक्षायां केत्यान्त्रेत्यान्त्रेत्यान्त्रेत्यान्यः स्वायान्यास्य विषयः विषय
	20	ાયમાર્ચિંદયાતા, યુવા, તથા, યાલવે જ્ઞા, યોકુ યો.બી. બવે.શૈયા તર્જયો કુ. ટ્રેન્ટી કુ.
		त्यवा स्वेद या व्यवस्य प्रते : क्रूँ द त्यन् प्रते
		स्र्रेयाका. रेतुः हुंब्राययरे बुंख्या विध्यक्षेत्रा क्रियां क्षेत्रा क्षेत्रा विश्वास्त्र क्षेत्र विश्वास्त्र विश्वास्त्र विध्यक्षेत्र विश्वास्त्र विश्वास्

NATIONAL PARENTING EDUCATION MANUAL

Activity (Group Work) Introduction -We are going to think about cultural and spiritual traditions and practices and how they benefit children. Form two groups. Select a recorder who will write the ideas in the group. One group will think about cultural traditions and the other will think about spiritual practices/ moral development. Select the topic for each group by picking hand with hidden object. 20 Go around the circle. Each person shares one important practice. The next person says how knowing this benefits children. With each statement the group has to agree or disagree. All statements on the final list will be ones that all agree are important and all agree what lessons it teaches children. Practice one from each group with the facilitator to ensure that the group work instructions and activity steps are understood. Reporting: Spiritual Traditions group shares. Other group says whether they agree or disagree. They also say if they think the tradition is dying out. Put a star by good traditions that are dying out. Cultural practices group shares. Other group says whether they agree or disagree. They also say if they think the tradition is dying out. Put a star by good traditions that are dying out. 15 Reflection /Discussion Ask: You mentioned several good cultural and spiritual traditions that are dying out. Why do you think that is so? Parents can call on someone to answer. That person then calls on another person until all have shared. What is something we can do to preserve them? Use same method - Last person calls one person to answer and so forth. Model New Practice 10 Today our Parents volunteer is going to demonstrate how to tell a traditional story to children that helps develop their thinking, language skills, and moral values.

क़ॗॴॱऄ॔ॸॺॱॺॱॺढ़ॎऀॱऄॣ॔ॸॱॻढ़ॎॻॱय़॓ॺॱऄ॔ढ़ॱॴॻॱॸ॓ॻ

स्राप्तुः प्रमान्त्रम् विष्यः वयम् त्याम् स्त्री व्याप्तमः के क्ष्यं त्या स्त्रम् विष्

ब्रुर्नाहरुक्षे नेवीयः रायक्यास्त्रेखाः सुत्रेष्यस्यभ्रेत्रे कर्कराया नेब्रेः यस्त्रवाया वाहरुकाः क्रें?

ख्रिसासी: र्कूब्स्यानी:शुराह्यं क्रूब्द्रित्देवे देवे त्या समाम्बर्भ्यमानिकायिक देवा प्रक्रियाने क्रियामानिकायिक समाम्बर्भ्यमानिकायिक समामिक्या सम

श्रुरमी मरदायमा महिम्रामाववमा विद्यायमा मिर्ह्युत्युः देमी मस्यायस्य मार्डे वेर्ट्रहे छोदा हो हो।

মহ্বা'নহু'রী

ત્યન્ન સ્યૂન્યનન નિર્દેશ કર્યા સ્થાન સ્થિત સ્થિ

বন্ধুৰ ৰ্ল্ৰীৰ শ্ৰী মেন ৰ্কুৰা

- 2. ક્રૅમ્સ્ર્રેબ...વી.ક્રેન્સ્. વા.નેશ.કુવો.ત્યક્યાં દ્વીયા. યુજ્ઞયાવમારે વેશા મળ ડેવોને ભૂ વદ્યાં વેશિયો. ભાગવા વર્ષેને ડે
- क्री-प्राक्ष क्षेत्र क्ष
- भः यसःब्रॅलः न्दावन्नेलः नते देवाः स्वान्त्रेशः आःस्वेदः देवायः स्वान्त्रेत्वः वाःने द्वेत्यः वाःने द्वेत्यः व्यान्त्रेत्वः वातः द्वेदे वाः द्वेदे ?

ন্দ্ৰম:"ৰূব:"ব্দেশ্ৰ ন্ট্ৰ-ছব্ৰ নাৰ্থ:শ্লুন্থা

या देश या हैया श्रे. १८ सुते श्रु८ १८ से देश श्रा १ तेश शाय वा सर्वे र्ड १३ शर्थ अर्थ स्त्री संक्रिय श्रे स्त्री स

परीयाशुः र्स्यायहूर्यात्यर्स्थियाय्योऽ सत्राःस्युंचीयः त्याःभीत्र्यास्थित्यास्युंचरात्र्यात्राःस्युंचरात्रे त्याःस्याःस्याःस्याःस्याःस्याःस्याःस्यान

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NATIONAL PARENTING EDUCATION MANUAL

Parents tell traditional story to the group using storytelling methods.

Facilitator wrap-up: She used four special methods. Did you notice what they are? [Our parent showed us how to get the children ready to listen to the story. She asked questions to get them to predict what will happen. She used lots of drama and expression to make it interesting. In the end she asked children to give their opinion of the story, tell me some things you liked or didn't like about the story.]

How many traditional stories do you know? Who taught them to you? Do you tell them to your children?

How does storytelling promote holistic development of our children?

Homework: Get an elder to teach you an old story. Tell the story to your children using the four steps: Get them ready to listen;

Pause and ask them to predict what will happen next:

Using expression to make it exciting; and ask them to share their views about the story.

Wrap up

20

One way that we can pass on moral, spiritual and cultural practices to our children is through our cultural arts. These include storytelling, songs and dance, traditional crafts, and games. Children can develop a lot of skills from these, such as thinking and reasoning; appreciation for art; language development; musical aptitude, etc.

Discussion Guideline

- 1. How many traditional stories do we remember? Do we tell these stories?
- 2. How many traditional games do we remember? Do we teach these to children?
- 3. We have many traditional crafts, how young children can learn these crafts? What are some ways we can let little children experience this craft? How will that help them?
- 4. What was special and positive about your childhood? Do any of your positive memories involve traditional stories, songs, dances or games?
- 5. How do cultural arts help to build child's identity? Why is this important?

Ideas for Reflection and Action

If old Ideas for Reflection and Action stories, games and crafts are dying out what can we do as a group? What would be the benefit?

Could the parent group play a role in identifying community members with traditional knowledge and skills who could share these with children in the early childhood centres.?

क्तुयार्थेदश्यायात्रवेद्वेत्र्यात्रवाद्वेत्रायेत्रायमानेत्रा

र्मस्यात्या श्रेंचरुकार्या

त्रसःर्स्तान्द्रत्यंत्रः वर्षे रात्रस्य स्वरः द्वीत्रः ववा वरुद्दिर्वीया

न्केंबःनेंबा

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बुंजाचड़ियाची, मुशासाई, तर देया क्रांचा क्रांची। (च. अष्ट्रेन क्रांची, चीर्य सीचर्या क्रांची, क्रांची क्रांचिया क्रांची, क्रांचियाचिया क्रांची, क्रांची, ह्रांची

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 2 SESSION 8

Making decisions regarding cultural traditions

Purpose

Explore practical ways of addressing conflict that may exist between cultural practices/belief and child wellbeing.

Take Away Message

Some traditional practices are useful and relevant for raising children today. Others have been dropped over time because of changes in society. Other traditional practices continue to exist but need to be improved or changed to better support child wellbeing.

Time: 2 hours

Materials

Picture Cards - Traditional Practices

Bhutanese Traditional Childrearing Practices (Appendix 8)

Sorting Cards - Smiling Face; Frowning Face; Straight Face

Getting Ready

Prepare at least 5 picture cards for each of the age clusters (pregnancy; birth -3 years; 3-5 years; and 6-8 years) to depict traditional child caring activities.

How do you select the content for the pictures? There are two ways: use information obtained in an indigenous study; or conduct the activity in this exercise with training groups. Out of these a number of traditions will be identified (e.g. swaddling babies on back so mother can have hands free to work; giving five year olds task of minding baby siblings)

In addition to the traditional child care practices included in the manual, the facilitator asks parents to identify others; parents will then add these to the cards and sort them in one of three categories.

Prepare group work notebooks – Divide page into 3 parts with smiling, frowning and straight face. Members think about how they will sort the picture cards they are given. It is advisable to create a set of cards for each age group and to put down all the cards for each age group before going to the next.

Provide blank cards for parents to add other practices.

Prepare group work notebooks with date of meeting and the assignment. Divide a page into 3 parts with Smiling, Frowning and normal Face. That way parents can list the practices according to their current beliefs. This is important data to keep, be sure that someone from each group records their decisions.

ब्रिट्यू

र्रेश्वरा

स'स्रवि'श्रें'र्क्ब'श्ची'नवींस'र्न्ब'र्झ्नेस'यस'न्स चस्नुब'र्चेस'वनन्द्रिवे'नी'र्नेब'र्क्ब'र्क्च, र्क्केब'र्स्न सेंब्र'यानीस'र्देर्स्नेन्वनन्द्री

खात्युःवार्के र्ब्नेट्रन्ट्रत्रत्तेयात्रतेः यसःर्केयात्त्वीःयवायेद्रस्ट्रन्यः खात्युःवन्वायद्देद्रायववादेदेनेद्रायुः नसेवायानेखेदसायसः नेह्नं येवाया र्वेअरक्षेरणस्त्रवारायाहरहेत्युः र्येवारास्यावनर्त्वेर्यासेक्षेत्रस्यरा विरायुःक्ष्मवद्यी रेह्युंअरक्षा वायाकेर्हेवार्हे क्षेद्रयायरायवनार्वे।

लासुःह्यरगाःचीःणरःपञ्जेरःदरत्वेयःचःर्यद्ययेतःचे खृरःर्जेयःचीः लासुःचर्त्रःश्चेरःचीःययायेत् ह्यंचीःश्चेरःययः वत्रयःश्चवयायर्द्धयाची ग्रायःदरः ब्रूंप्रक्षेरक्षेत्रक्षेत्रक्षेत्रक्षात्रकः (वर्षेत्रक्ष्यकाद्यवर्षक्षेत्रक्षे) रचीकाक्ष्यत्यते क्रिक्त्रदेत्त्रक्षेत् ज्ञेब: मुबुक: मुबुक:मान्द्रक्रक:हेन:अर्द्र:मबक:मान्द्रही मुनुक:प्रमेन:अ:सुनक:सु: हिंदामी:बेकक:प्रम: "खा:सु:मद्रम:प्रमेन:

तुःमळेर्स्यदेग्मद्द्याः सूनकार्द छाःसुः क्षेत्रे सूनका

म्रेश विदयायमार्थ दर्द्द्र

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वनरायमा र्यः र्वत्यादेवा न्दरव्रोया नः प्यंद्यंदेः आयुः वार्षा क्षेत्रः वो क्षेत्रः यो वार्षे व्हिन रेश्वन के सें न्ना हेर हैं है नर ने नी न्यूयायण हेर हंद नावद के खु है दी

रचरुषायत्रेतायार्सेतायरत्तुर्धेर्पत्यते आतुःवार्षार्स्नेरचीःववषानेषायात्रद्धायोःमुर्धेर्द्धवीःस्नेरत्यया सर्देचषयायाहरः सहवाःवर्षे ची जना जेर देश अर र्वेश महिना जशामहिना तुम्महुन हे से अर्थू दर्भ की वाद्य व्यवस्था से अर्थे देव स्वर्ध स्वर्ध स ब्रूँटची याना यो दाया त्यु ना हैना दें बादन ना को दा पर्वेद हैं यो दार दान मही राम है बादन रहें वा का ना की दा रेश'ग्री'मादब'सूरब'र्राट्यादीयस'र्' देंब'यवच'सेर्'से दुं यम'येद'स'यहच'यर पेर्। क्षेद'र्र यम'येद'माबद'से दुं र्'सूंवे'चरद'पर क्ष ત્યુ નાર્ચા ર્સૂન્ડન્ડ ત્રને ભાગ માર્ચન અપ્તર્કન છા ત્યુ ક્રાભાશ ર્યું ભાગી છા કર્મા જ અચ સુદ્દાના ના સ્વર્ફેસ મેં ક્રામાં જોના

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रचरुकान्त्रीका स्टर्स्केका लासुनार्कार्स्नेरव्यवनायरकान्दव्यचेकानते धरारेकान्त्रीःर्ववानुदक्कंदवदिस्य निस्त्री क्रे.क्थ.उग्रम्सु

कें.क्र्य.इ.इ.स.चेंब्य.स. ला.स.स्.स.च.र.क्याल.चुंब्य.ताल. ज्..उर्च्य.बी.इ.स.सी. ब्रूंस्तवया.प्रवय.ब्र्य.त्र्य.सू.स.बी. तर इल.ज्यावीर कर्यून.

ब्रें :क्वर रेरे राविव : प्रें :क्वर देर दरविव : क्वर ब्रें व : वर्ष व अ वेदेरें द : प्रें व : प्रें व : वेव : वेव

Minutes Activity:

Introduction

Facilitator introduces the purpose of the parent group and topics to be discussed.

Tell them that most cultural practices related to childrearing are intended to take care of children and help them develop well. Many of these are important and should be kept.

Generate ideas about traditional childrearing practices relevant to different early childhood growth stages: "Let's go around the circle (show starting point) and think of two or three practices related to the age groups I will mention. What is one or two things we believe about caring for children during the following stages":

Pregnancy and childbirth?

Birth to 3 years?

3-6 years?

6-8 years?

Method: After two people tell a childrearing practice related to that age, facilitator asks if there are others who want to add something. Then proceed to the next group.

Wrap –up: We have thought about many childrearing practices in our culture. Many practices are passed generation to generation. Sometimes a childrearing practice is dropped or changed because society changes. The practice no longer fits with the way things are. Other practices are still relevant and useful for children and maintaining the cultural values. Today we will think about which practices are helping children develop and should be continued. We will also think about practices you believe must be improved or changed so that they better support child wellbeing.

Activity 1 (Group Work)

Introduction:

We are going to look at a set of picture cards that show traditional childrearing practices. Form two groups.

Each group will be given a set of picture cards that show traditional practices for the first two pregnancies to age 3; and the other will receive cards covering ages 3-8 years.

Each group will be given some blank cards to add traditional practices that apply to this age group, but are not on the picture cards.

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र्ष्ट्रे.क्ट्रे.इ.चंबुर.बीश.

न्वादःवर्द्ध्यःकृतःपतेःवार्नेरःनेः छाःसवैःर्नेत्रःसायेवायःर्वेद्यःछोतः वार्क्षेत्रेःछोतःवःस्तर्यायायः

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न्यर्यात्र्रीयया

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Each group will discuss how to sort the picture cards into categories -Smiling Face [Good for children and can tell why];

- Frowning face harms child's wellbeing and can tell why.
- Normal face indicates that a practice could be improved to better support child wellbeing and can tell why.

As these are introduced, you will need to explain that traditional practices do change over time. Some things that were believed or practiced by ancestors are no longer practiced. Each generation has to make these decisions and this is what we will do today.

There are only about 8-10 cards to be sorted per group so the sorting activity takes only about 10 minutes, with 5 minutes for getting organized to do the work.

Plenary:

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Place three face cards (smiling, frowning, & normal) in the centre of the circle.

Take one age group at a time [pregnancy & childbirth; Birth to 3 years; 3-5 years; 6-8 years. This is important because it will help focus the discussion on many important things that relate to that age group, because it clarifies that a practice for an older child may not relate to babies.

Each group puts down a card and tells why they made the decision that it was a good practice or bad practice to promote child wellbeing. They will also indicate some practices that should be changed in order to promote child wellbeing.

When they put down card in normal face the facilitator needs to make sure that they explain how it could be changed.

Facilitator asks parents to discuss their observations and reflections about this activity

Discussion

Facilitator provides a wrap-up statement: Many traditional practices are intended to help children develop. Some have been dropped over time as society changes. Some have changed as we gain new knowledge about child development. This tells us that parents need to evaluate traditions before blindly following them. In next activity we will realize that some traditional practices can be improved for better.

Now the Parent Volunteer will show how a traditional practice can be improved to achieve more holistic development of the child.

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- नेनिक्किःश्वालिक्षात्र्वात्र्वात्र्वात्र्वात्र्वाः

र्ष्ट्रिन् ग्रीका ना के व्यवन्यों ना नरा। खारा नीका ना ने ह्वे। रेका यो का वानी ह्वें ना का क्षेत्र हिन का वानी ह्वें

૯. ભારો.તારાયકુર્યાના ફુલ્યુવાલ સંવાય કરિયા હશેર ધ્યાયા શ્રુપત્ર કરિયા તારા માને માર્ચાયા માર્ચાયા માર્ચાયા મા તાર્ચા તાર્ચાયા માર્ચાયા માર્ચાયા તાર્ચાયા તાર્ચાયા ભારા કર્યાયા તાર્ચાયા તાર્ચાયા માર્ચાયા માર્ચાયા માર્ચાયા ભારા તાર્ચાયા તાર્યાયા તાર્ચાયા તાર્યાયા તાર્ચાયા તાર્ચાયા તાર્યાયા તાર્ચાયા ત

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ब्रिं-ग्रीश ला.मे.पक्स् श्रेंस्ताश मीयाया क्षेत्रश्चर पक्ष तयन हुतः पक्र यात्र लूरित श्री याद्र श्रें

NATIONAL PARENTING EDUCATION MANUAL

Model New Practice

Parent Volunteer models how a traditional practice can be changed to improve child development.

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Example: Mothers carry babies on back so mother's arms are free to work. When possible, such as while cooking, remove baby from back. Spread cloth on ground. This gives children opportunity to freely move arms and legs. When baby becomes bored, give something to grasp or change position so that baby looks at different things. Talk to baby while you work.

Homework

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Think of one traditional childrearing practice you follow; and change it in some way so that it helps children become healthy and strong; smart and happy; safe and protected.

Be able to tell what you did and how your child responded.

Discussion Guideline

- 1. Can you think of childrearing practices that existed long ago but no longer used? Why is it not used now?
- 2. What is a traditional childrearing practice that helps children grow during the different stages of development?
- 3. What is a traditional childrearing practice that should be improved or changed to benefit child development outcomes?

Ideas for Reflection and Action

Childrearing provides good opportunity to pass on traditional and family values. What have you learned and decided during this session that will strengthen your role in preservation of positive traditional practices?

What changes do you plan to make and why?

र्रेअ'य'द्य

धरदेशः र्वेन वुरायना येदायवन के अप्युदे में रायदेशान हमा लेना यन देने यूप्यन दान नहीं ही

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 3

Using Picture Cards to Assess and Stimulate Child Development

Background

Even uneducated parents can gain expert knowledge about child development when provided with pictorial tools and experiential teaching methods. Parents are provided with child development cards for monitoring the development of each child in four domains – physical development, social and emotional development; language development and cognitive development. Each of the four domains is discussed in separate sessions. Then parents practice assessing development of children in that domain according to stage of development. They check the boxes to show skills child has acquired. They discuss ways that parents can stimulate development to achieve next milestones. They learn how to determine if there is developmental delay and what to do. Facilitators will need to build collaboration with the health sector and other providers for special needs children as resources. Parents also learn how to make developmentally appropriate low-cost toys to stimulate development.

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र्श्यायान्या श्रीयानुषात्या

न्केंबःनेंबा

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NATIONAL PARENTING EDUCATION MANUAL

Stage 3 Session 9

Assessing and Stimulating Social and Emotional Development

Purpose

In session 4 parents found out that children grow and develop in four areas. In this session parents will begin the first of four sessions to get a more in-depth understanding about the four child development domains. In this session they will learn the importance of social and emotional development; what skills children need; and how parents can stimulate development in this area. They will use picture cards to monitor social and emotional development of each child during birth to 8 years period.

Take Away Message

Children who have strong social and emotional skills have a greater chance of success in school and adult life than those who have emotional difficulties. These skills enable children to make friends, learn from teachers and peers, express themselves and deal with frustration. Parents have a special role to play helping children notice their own feelings, hopes and strengths and those of others. Parents should encourage children to make friends and regulate own behavior. They should recognize that children are born with different temperaments and need patience and support to go beyond their comfort zone.

Time: 2 hours

Materials

Ten Things I Need the Most (3 books)

Pictorial Child Development cards (Appendices PEC Tool D)

Information sheet – Social and Emotional Development (Appendix 9)

Getting Ready

Read information sheet on social and emotional development. See Appendix 9.

Study the child development cards to understand what each means(Appendices PEC Tool D)

Collect materials required to assess children's social and emotional development

Assess one or two children in social and emotional development for practice

Arrange for parent volunteer to bring her/his child to the session.

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Minutes Activity:

Introduction

Facilitator introduces the purpose of the parent group.

In sessions 3 and 4 we learned that children develop in four ways, Children develop in 4 areas. What are the different areas in which children grow and change? Do you remember? (Feeling, thinking, moving and communicating). Facilitator can show the graphic poster found in the appendix as reference.

Today we are going to learn more about why children's social and emotional development is important and parents' role to promote social and emotional development.

New Knowledge

Tell definition: Social and emotional development refers to how children feel about themselves and their relationships with others.

Share 4 or 5 important things to know about social and emotional development.

The two major tasks for children include: 1) to become independent individuals and 2) to make connections with others. How can children develop these two abilities? How do you and the society support the development of social and emotional goals for children?

10

Children need to learn about themselves – their feelings, their hopes and their strengths and be able to express feelings. They begin to see themselves as distinct from others. They need to develop a positive self-concept.

Self-concept is improved when they are encouraged to develop independence and self-help skills. It makes them feel competent. It is good for children to have chores. Parents should notice how they perform and encourage them for what they do well.

मुल र्लेट्य स अदे र्सेट्यावमा नेय र्लें र लगा देना

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न्यर्यात्र्स्यया

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લાત્યું નદત્વનેવા નતે. શે શ્રેનિ દશ્ચેશવા ક્રિંદા લાગાન કરી છે. નવા તેના તેના તેના તેના તેના કર્યા છે. તેના કે

প্ৰথার্টার বাধ্যমধ্য

ष्णातुःष्यरमञ्जेद्वाद्वर्याचारे विचानुसम्मान

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NATIONAL PARENTING EDUCATION MANUAL

Children need to notice feelings and skills of others and interact in a caring way. Making friends is a means by which children learn to get along with others and parents should encourage this. They learn to agree, cooperate and share, respect rights of others, adapt to different situations, and regulate own behaviours. How could they gain these skills through playing with other children?

They need to learn to act appropriately according to cultural values. This teaches them roles and appropriate behaviour;

Good social and emotional development is required for school and success in life

Ask parents to share some observations about their child's social and emotional development (feelings about self and self-esteem/confidence; and feelings about and interactions with others; and understanding role in culture) to ensure that they understand the concepts under discussion.

Activity 1 (Group Work)

Divide into 3 groups. Give each group copies of the book 'Ten Things I need'. There are three different books for three ages.

Ask parents to look at the pictures and find ones that depict social and emotional development

After looking at the pictures, decide why social and emotional development promotes school success? How does it influence adulthood?

Plenary:

15

Share one or two pictures from each group

Share one or two examples of parents who have noticed about child's social and emotional development.

New Knowledge

Distribute child development cards.

Ask parents to find the pictures that show social and emotional development.

Ask them to look across ages. What do we see? Discuss the pictures and what they mean.

Explain that each set of pictures is likely to be achieved by the end of that age group. In pictures for 3-6 months, will child be able to accomplish this task? No, but it shows you the things you can work on with the child.

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		Model New Practice
		Parents demonstrate how to assess social and emotional development of her child.
	30	Parents work in two groups to assess development of a child or plan how they could assess development of child in this age.
		Wrap-up
		Why is it difficult to get an accurate picture of what the child can do in this setting? [child may be shy or nervous]
	5	Should you be alarmed if the child cannot do these tasks? [No, all children develop at different speeds, but they usually follow the same path. For example, a child sits before he stands, stands before he walks, and walks before he runs.]
		Recap the day with information from the Take Away Message.
		Homework
	5	Each parent should take a card for each child under 6 years and assess development.
	3	Notice one thing your child is learning related to social and emotional development.

Discussion Guideline

- 1. Why is Social and Emotional development important? What happens if children develop poorly in this area??
- 2. What does this area of development have to do with "school success" and "life success?"

Ideas for Reflection and Action

What is your opinion about how well parents in the community are supporting this area of development?

मुल र्लेट्य सं अदे र्सेट्यावमा नेय र्लेंद्र लगा देना

र्मभाया श्रीयारुका १०मा

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 3 SESSION 10

Assessing and Stimulating Motor Development

Background

In session 4 parents found out that children grow and develop in four areas. In this session parents will learn about the importance of physical development; what skills children need; and parent's role. They will use picture cards to monitor physical (motor) development of each child from birth to 8 years period.

Take Away Message

Physical development is connected to all other areas of development. For example, it contributes to healthy body; child protection; and learning. Physical development includes gross motor (big muscle movements with arms and legs) and fine motor muscle movements (facial expressions, fingers and toes). Encourage child to develop gross and fine motor skills. Children can develop these skills while doing chores, but they also need time for outdoor play for motor development. Make sure that the area where they play is free of hazards and things they touch are safe. Encourage children to do creative projects to develop fine motor skills.

Time: 2 hours

Materials

- a. Information sheet Motor Development (Appendix XV)
- b. Pictorial child development cards (Appendix XIII)

Getting Ready

ब्रेंट्या 到 र्क्षेत्र संजी अर्देव र्क्व स्क्रीं द्वार देवी ्रा. र्ह्सेय.२४१.८सपु.४४८८पु.४४.क्रीय.पीय.वी.३३४.५.वी.लथ.लय.चिय.पथ.तथा.क्षे.लू.५१.वी.वी.वी.वय.क्रीय.वी.५.ल८. ला.ली.५४४८ची. षादायना नित्री सुरा ने सें पादायना नित्री सादायना नित्री सुरा निर्मे से सुरा ने सें प्रमान कि त्या निर्मे से सि ायः *५:३*०:४:वरुषःग्रीकःर्देदःर्द्धदः२यः वाञ्चवाषःग्रीःस्वाषःस्रयः५४:विनःस्रयःष्यःपस्त्रेनुः न्नेसःक्षेदःदः देवाःकेश्चेः।ववाःकेसःक्षेद्धः। यी:क्रॅिंग्यश्यः स्वाप्तः वी:क्रीवा ल्यु-१५४-वार्थरया रम्परम्परमः) र्रत्यः क्ष्यः स्त्राचः (ययायः र्रत्यम् इतः स्वायोर्यः वीः स्वीः स्वायाः स्वायः स्वायः स्वायः स्व ন্য-শ্লুবজীবা ष. अंश.क्ष्य.लर.क्षेट्री.क्षेत्र.जय.२.ब्र्.ह्ययश.जं.वाबर.ह्य.ह्य.वच.ह्य.ह्य. ८ लर्थ.लवर.वक्षय.कुवाश्चय.हीब.ही धीन्डेशन्त्रेन्द्रेतिः र्हेन्यार्वेन्द्रवेशान्त्रमा छोता रः रवाशःस्याचीःरेवाःस्यायरेवीशः षाःयःर्त्तवीशःष्टिसःयद्देश्चेत्रियःववनःतेवरःवानेस्येवीवाशःरसःयनन्तरःष्टितःवी चरत्वें ते दर भैरन् ना ने से तहे ना प्रमान के विष्य के ति स्वीता की विषय की विष हः समार्श्व्यामा सार्थिः क्रूर्ने मधुःमार्ध्यमार्थः भेषाश्चराने राज्यमार्थः समार्थः समार्थः समार्थः समार्थः सम क्वायायते स्राप्त विस्तु निर्मा से स्वाप्त स्वापत स्वाप्त स्वापत चावद तर्दे क्रिंट ने द्वारा चतुः सूर्य वा सर्वा वी त्यन द्वा वा वा त्या के हिंचा है। वा का का के वा की वा ५. ला.सी.क्.्यीना. राजान्य प्रचर्तिसाय राजर्यम् स्थित नामान्य हिर्मा हिर्मा हिर्मा हिर्मा हिर्मा हिर्मा नामान्य ष्णासुति।त्वादरमञ्जूनशासमञ्जून।समानदानादितीःतम्दानमानसमानदीन।स्त्री व. तथार्श्व, व्रांश. चर्षेत्र, ज्ञ्चरान्यपुरस्थान्य, पूर्वार्श्व, भे. व्यां, स्थार्थ, यात्र, यात्र, व्याद्व, यात्र, व्याद्व, व्या नश्चेन्त्रर्वी नते श्रूनशा विंदार वीशासर्वेद र्षेत्र सी हुं नहे से रायन दान हुना है। र. र्र्यक्ष्यक्तीः स्राम्याः चक्षराचर्त्रः स्रोप्यवराष्ट्रीयावी ब्रैंस्जी हिंस्यजे र ्रे इ.क्.च.च.के.ब.जी. रे व्हे.क्.च.च.के.च.ची.ब. चाडचाबाची.प्रचाबा सत्ता त्याप्त प्राप्त चाववा से.चे.ची.ब. चाडचाबाची.बी.च.स.च.से.चे.जी. न्भेग्रामः हे नक्षः दी 20 ७. इं.क्ष्र-८-त.चीश.ला.से.क्ष्.चीश.रीश.चीश.वी.लॅ.ची.त्रं ची.लं.ची.ची.लंश. चर्डचोश.क्षे.त्योत.संग.ला.च.क्षेटे एक्क् कि.लं.ची.संग्रही क्रेन्द्रेग्रथाद्यस्युः विद्युः वीवाः देवाः अत्रायः याद्यसः ब्युं व्यविषाः व्यवः व्यविष्यः वा ने द्वुं य्यवः वा क्रेट्रावाः वा ने द्वुं य्यवः वा क्रेट्रावाः वा ने द्वुं य्यवः वा क्रेट्रावाः वा ने द्वुं यादा वा ने द्वुं या ने द्वुं यादा वा ने द वा ने द्वुं यादा वा ने द्वुं यादा वा ने द्वुं यादा वा ने द्वुं या ने द्वुं यादा वा ने द् क्रें क्र्रं क्र्रं वाढ़ेश पार्कु त्यापार स्वें देवा शाकु क्रें क्रिया पार्के क्रिके क्रिया प्रकार क्रिया स्वाप्त क्रिया प्रकार स्वाप्त क्रिया स्वापत क्रिया स्वाप्त क्रिया स्वाप्त क्रिया स्वाप्त क्रिया स्वाप्त क्रिया स्वापत क्रिय स्वापत क्रिया स्वापत क्रिय स्वापत क्रिया स्वापत क्रिया स्वापत क्रिया स्वापत क्रिय स्वापत या सुवाया ग्री विवास्त्राया प्रायम् ने दिव में दिव के प्रायम के प्

linutes	Activity:	
	Introduction	
	Facilitator introduces topic –	
	 In session 4 we put together a puzzle. It was a picture of a child. It had four pieces. Why is that? [Children develop in 4 ways] Today we are going to learn about a 2nd area- motor development – what it is and why important. 	
	New Knowledge	
	 a. Share definition – Motor development refers to children's ability to control large muscles (arms and legs) and small muscles (hands and fingers, facial muscles, feet and toes) b. Tell 4 or 5 important things to know about Motor Development: c. Gross motor development improves children's health and strength. It builds their self-confidence. d. Gross motor skills help children manage a house – in what ways? e. Gross motor skills help promote thinking skills – for example figuring out how to balance on a log or climb a tree. f. For older children parents should make rules about what children can and cannot do. g. Parents have a role to make sure the environment is safe and praise them for what they can do. h. Fine motor development of the fingers and hands are required for schoolwork and many kinds of livelihood (what kinds?) i. Parents have a role to play to make sure that children do not put things in the mouth that can cause them to choke. j. Ask parents to share some observations about their child's gross and fine motor development to ensure that they understand the concepts under discussion. k. Provide summary wrap-up statement. 	
20	Activity (Group Work) Divide into two groups. One focuses on fine motor skills and the other on gross motor skills 1. Group no.1 thinks of all the gross motor skills children develop from chores 2. Do they develop different skills in play? What are these? 3. Group 2 asks the same questions related to fine motor skills that are developed through chores and through creative projects /play.	

क्रुण:र्षेटशःसःसदःर्सुटःग्रवगःविशःर्षेतःयगःदेन।

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74	 र. रीकाङ्क्र्री-वीकुचाजि. चाऱ्चकुत्वरःश्चिवः अर्द्धवाका-रीश्चिः सेटः काक्षा-वीका-श्चिवःश्चिद्धवाजकाः त्यान्यश्चित्वः विकान्त्रः विकान्त्यः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्यः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्यः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्यः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्त्रः विकान्य
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10	 a. Each group shares findings. b. Facilitator says: Children can develop a lot of skills doing chores but also need time for developing motor skills through games. At the end of our session our PV will show you a new fine motor game and gross motor game to play with your children.
15	New Knowledge No.2 –Child Development Cards Take out your cards a. Ask parents to find the pictures that show motor development. b. Ask them to look across ages. What do we see? Discuss the pictures and what they mean. c. Explain that each set of pictures is likely to be achieved by the end of that age group. In pictures for 3-6 months will child be able to accomplish this task? No but it shows you the things you can work on with the child.
30	Model New Practice a. Facilitator demonstrates how to assess motor development of her child. a. Parents work in two groups to assess development of a child or plan how they could assess development of child in this age.
5	 Wrap-up a. Why is it difficult to get an accurate picture of what the child can do in this setting? [Not easy child may be shy or nervous] b. Should you be alarmed if the child cannot do these tasks? [No, all children develop at different speeds, but they usually follow the same path. For example, a child sits before he stands, stands before he walks, walks before he runs.] Recap Take Away Message

मुल र्लेट्य सं अदे र्सेट्यावमा नेय र्लेंद्र लगा देना

ત્વના સુદના ત્વન મેં દુઃવતે લાગ ર્દ્ધું ગીના ભુના સુધા વ્યાગ્ય ન સુદ્રોનું કેનું ભુગાને નાતે સુદ્રોને હું કૃષે સૂંન વન કરી

ડ્રેફ્રેન્સ્ર્રાહ્યા સાત્રસ્થિયા ત્ર્યું સ્થિતા ન્યૂં ફ્રિન્સ્રાહ્યા ત્રક્ષેત્ર સ્થિત્સ્ર કૃતા સ્થિત્ય સ્થા શુક્ષેત્ર સ્થાન સ્થા સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત્યા સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત્યા સ્થાન કૃત્ય સ્થાન કૃત સ્થાન કૃત્ય સ્થ સ્થાન કૃત્ય સ

सकार्द्धं वी खेळका वात्यका का वहेन्यर वत्ववा क्षेत्रर केंदिला खाखा खुन्य क्षेत्र विवन्द्धंवाका दे वी देवाखा क्षेत्र केंद्र केंद

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मूर्यायर्वेराजशाक्र्य

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Parent Volunteer demonstrates games for motor development.

Teach a fine motor game with matchsticks or stones unfamiliar to parents. [Example: Use 10 match sticks. Make a row of matchsticks. Each matchstick is in a different position or angle. Child takes 10 matchsticks and replicates what parents made.

Teach a game for gross motor development to the parents. Children race around in a designated area. The person who is "it" tries to freeze all children. A person who is frozen cannot move. Another child can unfreeze him by touching his head. Then the child can run again. The game ends when all children are frozen. Last one to be caught is "it". Another game is "Do what Sonam says". For example, "Sonam says touch your head. Sonam says jump. Sonam says turn around." If the command does not proceed with "Sonam says, you cannot do the movement. If you do the movement, you must sit down and wait for this game to be over. Then you can join again in the next game.

Practice each so that parents can remember and teach their children.

Homework

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Each parent should assess motor development.

b. Teach your child the fine motor game and the gross motor game.

Discussion Guideline

a. Notice one thing your child is learning related to motor and plan to tell us about it.

- 1. Why is motor development important? What happens if children develop poorly in this area?
- 2. What does this area of development have to do with "school success" and "life success?"

Ideas for Reflection and Action

- 1. What is your opinion about how well parents in the community are supporting this area of development?
- 2. We talk about holistic development. It means that all areas of development are connected to and influence other areas. We have now learned about motor development and social and emotional development. What is the connection between these two areas?

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र्रम्भा श्रुंचरुका १००म

विः स्नुद्राध्यः सुक्षः वाहर वे द्रदः सूर हे वाका

ক্রুন'ন্ত্রেরঝা

શુભ, શ્રુમિ, क्ष्म् सुष्यातकाम्, त्र्येश्ची, प्राश्चिन, वरणात्म संस्थित क्ष्में स्वायायन देषु सूर्यात सम्भ्रमाय सम्स्थान स्वायाय स्वयाय स्वायाय स्वयाय स्वय

श्रेश्रश्चायरम्बन्धार्म्यात्रम्द्रस्थित्।

स्रीत्री क्रुवा क्रिया व्हें त्रेशत स्वाह्म नाम स्वाह्म नाम स्वाह्म नाम स्वाह्म नाम स्वाहम स्वाहम

नुषासुबाक्कर्केंन २।

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- ว. क्ष.जी.लम.क्रीरे.की.तम.प्रशास्त्र वी.स्वा.वर.। (बीम.क्रीवाश.७३त)
- २. षःस्र-लर्स्नेन्ग्रीः यर्ने द्वं त्र्वाचरा (बर्स्न्वायः १६५)
- ३. श्रुर:नेवार:सु:नर्वे:यते:यर्वे:क्य:७०। (नवे:नेव:३।)

ন্যান্ধ্রীনাস্ট্রনারী

षः भ्रदः धरः भ्रुदः कुः वहः देवः भ्रवाः येवः यदे भ्रवाः (इरः स्ववायः ११)

- ?ॱॱॱः धर्मारेश्रारेश्रेमलेबानुः मी महेन्द्रेबानु मि मी देवायुः खायुः खायुः स्वाची स्वाचित्रविद्यात् । (ह्यासुमाश्रारी खी सी समा कथान्या)
- ला.मी.य
- अप्तुः१-२ विः सूर्ण्यरक्षेत्रः क्षुर्वः क्षुर्वः को र्देवः तुः वहवा लेवः त्वन्।

NATIONAL PARENTING EDUCATION MANUAL

STAGE 3 SESSION 11

Assessing and Stimulating Language Development

Background

In session 4 parents found out that children grow and develop in four domains. In the last two sessions we looked in-depth at social and emotional development and physical development. In this session parents will learn about language development and what skills children need; and parents' role to stimulate language development. They will use picture cards to monitor language development of each child during birth to 8 years period.

Take Away Message

Having good language skills at an early age is a key predictor of school success. Early language and literacy skills are best learned through everyday moments with your child – talking, telling stories, reading books, laughing and playing together. New concepts for parents may be the importance of talking to babies and holding conversations with older children. We call this "scaffolding" or "ladder talk". This means that when a child says something, the adult comments and then asks a related question. The child answers or comments further. The adult comments on this and asks more of the child. In this way the conversation moves up a ladder. As they move higher on the ladder, more vocabulary and concepts are learned.

Time: 2 hours

Materials

- 1. Pictorial Child Development Cards (Appendix XIII)
- 2. Information Sheet Language development (Appendix XVI)
- 3. Storybooks Ten Things I need the Most (3 books)

Getting Ready

Read information sheet on language development (Appendix 11)

- Study the child development cards to understand what each picture represents (Appendices PEC Tool D)
- 2. Collect materials required to assess children's language development.
- 3. Assess one or two children in language development for practice.
- 4. Arrange for children of different ages to come to the session to assess their development.

स्ट्री अरम्भ क्ट्रीया क्ट्रिक्यम्

र्श्नेयःर्ह्नेदाराचीयः र्नेदास्त्रवाचीःर्श्नेराययार्र्ड्हेरायवर्त्वी

- यश्यः क्षवियः ग्रीकायः श्चियः व्रदशः प्रसः श्चीदः भी भूष्यः व्यव्यक्षकात् । स्वाद्यः व्यव्यक्षकात् । स्वाद्यः व भवादेवः प्रदेशः प्रदेश्वः प्रदेशः । स्वायीशः वश्चियः स्वाद्यः व्यव्यव्यव्यक्षः स्वादः स्वादः स्वादः स्वादः स्व स्वादेवः प्रदेशः प्रदेशः स्वादः स्वतः स्वादः स्वतः स्वादः स

रैवायावाबरयाद्या

- गाः वाः स्मृत्य्यरः स्मृत्वेरक्षे वित्रेष्णायुः र्ह्यं वीकार्यो वायोव कि वर्षः वित्रवाद के विद्याप्त विश्वासी कि विश्वासी विश्वास
- तः तः भ्रद्राधरः भ्रेद्राची देशायः कृति वे वी देवायशायना केवाये नावद्रादेश ८ अवस्ति वी (स्ट्रास्त्रनाशा १०१८)
- वा. वि.सं.र.तार सुरे नुबर से तरील ती की वार में रिक्स में रिक्स त्यान किया की ते ती सुर वी की में स्वार की वी
- દૂર તાત્ર કેર્યું કે ક્ષેત્ર કે વ્યાપ્ય પ્રતાર કેર્યું કે કર્યું કો કર્યો છા. તાલું ક્ષેત્ર કો માને કેર્યું કો કાર્ય કે કેર્યું કો કાર્ય કેર્યું કો કાર્ય કાર્ય કો કાર્ય કાર કાર્ય કાર કાર્ય કાર્ય
- યાયત્ર સ્ટ્રિયર સ્ટાયત્ર ખુત્ર ત્યને દેવું હાર્સ્ટ કર્સ્ટ ક્રિયા હોય પ્રાયા ક્રિયા ક્રયા ક્રિયા ક્રયા ક્રિયા ક્
- सद्धस्यात्रात्मा प्रास्निर्माविदार्क् नेशाद्धात्मात्रात्मात्रम् । स्रीत्मात्रसम्प्रात्मानेशार्क्ष्वायात्रादेश्वराता्म्य्त्यात्मात्रम् । स्ट्यामास्त्रम् विद्यात्रम् विद्यात्रम् अत्याद्भावास्त्रम् । स्ट्रास्त्रम् विद्यात्मात्रम् । स्ट्रास्त्रम् विद्यात्मात्रम् । स्ट्रास्त्रम् विद्यात्मात्रम् । स्ट्रास्त्रम् विद्यात्मात्रम् । स्ट्रास्त्रम् स्ट्रामात्रम् स्ट्रामात्रम् । स्ट्रास्त्रम् स्ट्रामात्रम् । स्ट्रास्त्रम् स्ट्रामात्रम् स्ट्रामात्रम् । स्ट्रास्त्रम् स्ट्रामात्रम् स्ट्रामात्रम् । स्ट्रामात्रम् स्ट्रामात्रम् स्ट्रामात्रम् । स्ट्रामात्रम् स्ट्रामात्रम् स्ट्रामात्रम् स्ट्रामात्रम् । स्ट्रामात्रम् स्ट्रामात्रम्यात्रम् स्ट्रामात्रम् स्ट्रामात्रम्यस्यात्रम् स्ट्रामात्रम् स्ट्राम्यस्ट्रम्यात्रम् स्ट्रामात्रम् स्ट्रामात्रम् स्ट्रामात्रम् स
- प्रभुदार्श्वीकायनन्त्रेर्धिन्द्रीः स्त्रीकार्वोर्न्द्राः नुःर्वोर्धिन्दाः नुदान्द्रान्द्रीयो न्द्रायुः आयुद्धियमः स्त्रीयः विद्यत्रेष्ठायुः दृदायुः अर्थेदः

Mins. Activity (Group)

Introduction

Facilitator introduces the purpose of the session.

- a. In session 4 we put together a puzzle of a child. The puzzle had 4 pieces. Why is that? [Children develop in 4 areas]. In the last two sessions we learned more about motor development and social and emotional development.
- b. Today we are going to learn more about importance of language development and why so important for child; and parents' role. Parents will refer to their child development cards similar to a health card and learn how to use it. Today we will learn about language development; then assess your child's development.

New Knowledge no. 1

- a. Language development refers to the process that children come to understand and communicate language.
- b. Share 4 or 5 important things to know about language development (See Appendix 11)
- c. Language development is the process by which children learn to communicate.
- d. Do babies speak? Babies communicate through facial expressions, crying, laughing and babbling. Teach babies to talk by saying what baby seems to be feeling. Teach them to talk by talking to them as you care for them.
- e. What do children come to understand concepts such as "weather" and to increase vocabulary words? Older children develop concepts, vocabulary, listening and talking skills when they hear rich language expression from adults around them. The more you talk to children the more language-smart they become. The level of the kindergarten child's ability to express ideas is the best predictor of school success.
- f. When language spoken at home is different from language in centre, parents worry that their child will not be able to manage. It is important for parents to talk to children in their mother tongue "the language of love". If parents speak in a second language for which they are not fluent, then children learn to speak badly. Children can learn more than one language at a time. They may speak later when exposed to two or three languages because it is difficult for them to choose the words to use for the array of expressions they know. Once they acquire the first language and are able to understand and express ideas, they will be ready to learn other languages once they enter school.
- g. Children who attend ECCD centre that communicates in local dialect while gradually introducing the national language and English benefit and do better in being more prepared for school.
- n. Ask parents to share some things they have noticed about their child's language development to ensure that they understand the concepts under discussion.

Provide summary wrap-up statement

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क्रुयःर्षेट्रयःसःसदःर्सुटःम्बगःविशःर्षेतःयमःदेन।

	ब्रैंट खें ्र क्व के जो
20	पर्सः वशिषासूर्यः षाक्ष्यं कुं. क्ष्यं मुजीशान्तरः स्वाद्यः श्रीमात्राचाः स्वाद्यः स्वादः स्वतः स्वादः स्वतः स्वादः स्वतः स्वादः स्वतः स्वादः स्वादः स्वादः स्वादः स्वतः स्वादः स्वादः स्वतः स्वादः स्वतः स
	વર્શું શુ.વર્ડ ત્રીયા જા.બીડુ શુ.ક્ષ. વર્ડ બી ધાર્સિયા કુ.બી. ધારત ના ડુ.ક્ષે. ભૂરેતા ફ્રીં ધ. તત્રા બી. હો લુવેશ તળ શાધા સેરે ત્વાર સેરે તાર કુંચા કુંચા નો વરા તી શાધા કુંવા તાર ફ્રોં કું તાય રાષ્ટ્ર હો તાર કું હો વર્ષો કું હો વર્ષો કું હો તાર કું હો તા કું હો તાર કું હો હો હો તાર કું હો તાર કું હો હો તાર કું હો હો હો હો હો હો હો હો હો
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	नेश सिंद ग्रायर पात्रहेश या
20	यो. श्रीराजशायक्षेषात्त्रप्राज्यप्रश्ची पृत्ये, लाजीक्षेत्राश्चिशास्त्राक्ष्याक्ष्यीप्र्यत्याक्ष्याक्ष्यात्त्र या. त्यास्त्रीत्त्रात्त्र्यां प्रशासायर लूप्त्राप्त्रां पक्ष्यात्रे प्रमायित्याः स्थार्ष्य् क्ष्र्यात्रात्त्रत्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रत्त्रात्त्रात्त्रात्त्रत्त्रत्त्रत्त्रत्त्रत्त्रत्त्रत्त्रत्त्रत्त्रत्त्त्रत्त्रत्त्त्त्रत्त्त्त्त्त्त्त्त्त्त्त्त्त्त्त्त्त्त
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20	या. पा.सैट्रेट्रश्च्या.लर्ट्या.योघ्टर्युषु, र्यूच.ली. समायम.सैट्लर्श्चे, यो.सूच्या.यो.झेर्यूच्या.पु.सूचे,क्षेत्रे, या.सूच्या.यो.झेर्यूच्या.सूच्या.या. समायम.सैट्र्या.यो.स्ट्र्या.यो.स्ट्र्या.यो.सम्प्रेत्या.सीट्लर्जी.स्ट्र्या.या.स्ट्र्या.यो.स्ट्र्य
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NATIONAL PARENTING EDUCATION MANUAL

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NATIONAL PARENTING EDUCATION MANUAL

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मुंश पर्देर तथा हैंयी

- १. प.सेर.लर.सेरेर.५५ च.ड्र.प्यर.प्या.कुस.खारेर. या.र्श.चाड्रय.से.ल.सं.चाल.र्रप्रचाल.र्र्ययाल क्र्यंत्रसं संस्था

चलश्राद्धेयः नृदा्यमा खेदा श्री : वचला महला स्नुवला

- यः ल्राक्ष्याक्ष्यः स्वात्रः स्वात्त्रः विद्यात्रः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः विद्य अस्त्रः स्वात्रः स्वात्यः स्वात्त्रः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः विद्यायः व



Homework

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- a. Each parent should complete one card for each child less than 6 years and assess development.
- b. Observe one thing your child is learning related to language development.
- c. Plan to tell us about your observation. If you have a baby, observe baby's cues and saywhat you think baby is feeling or wanting. If you have an older child, play the riddle game.
- d. Bring your child development cards to the next class.

Discussion Guideline

- 1. Why is language development important? What happens if children develop poorly in this area?
- 2. What does this area of development have to do with "school success" and "life success?"

Ideas for Reflection and Action

- 1. What is your opinion about how well parents in the community support this area of development?
- 2. Holistic development is connected through all four developmental areas and influences each other. We have now learned about motor, social, cognitive and language development. What are the connections among these areas?



मुल'र्लेट्स'स'सदि'र्सूटमात्रमानेस'र्लेद'लमानेप

र्शयाः द्यार्श्चितः दुशः १९या

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- गाः रासुः द्वीं से सार्वे क्या १०। (श्वराधीय)
- यः ला.जे.लम.क्रेय.ग्री.तम.मूय.त्र्या.विमा (ब्रम.स्याया.ग्र.जा.क्रय.प्री)
- च. चलमःश्रृंदिलरःमुकःग्रीःचवकःस्काःभ्वादिरः। (बरःश्रूचवकः७३)

ন্যান্ত্ৰীনা কেন্দ্ৰী

सर्वे:इचा:धरःश्चेरःग्चे:चर:र्न्वःस्वा:बुर:वर्नःथ्रवा (बुर:ब्रुवाध?2)

- ?ॱॱॱॱधरःदेशॱदेदेचलैबॱतुःषीःचर्हेन्देंबॱकृषींॱबैःषीःदेबॱखुःखाखुःष्यरःश्लेष्ठन्दत्वेयःचत्वेत्रीयान्तुदत्वदित्युच।(त्तुरःश्लुषाशाकीःखीःयाण्याःकशःदय।)
- જાલ્યુતૈઅર્કે રૈવા ખરસ્ટ્રીન વક્વાલિવ શૈ કે ક્લાયુ નવે અર્વે અર્થ ક્લાયું વસ્યું કો
- द्यर्थ। ८. ष्यश्चरश्चरत्रे स्त्रु स्वश्वर्यप्रत्ये विषयः श्वरायश्चा स्वर्षः स्थान्ते प्रत्ये स्वर्णः स्वरं स्वर

NATIONAL PARENTING EDUCATION MANUAL

STAGE 3 SESSION 12

Assessing and Stimulating Cognitive Development

Background

In session 3 & 4 we talked about what children need to be happy and smart. Parents found out that children grow and develop in four areas. In the last three sessions we looked in-depth at social and emotional development; motor development and language development. In this session parents will learn about the importance of cognitive development and what skills children need; and parents' role to stimulate thinking skills. This session will prepare them to use picture cards to monitor cognitive development of each child during birth to 8 years period; and it will help them learn how to stimulate their child's cognitive development. This session requires extra emphasis because research shows that our children are way below international standards in cognitive development. This is not a problem of the child it is a problem in the way we are interacting with children and lack of skills and motivation to improve cognitive development.

Take Away Message:

Many kinds of experiences affect how young brains are developed, but nothing is more important than nurturing early care and providing protein rich diet. When infants are held, cuddled and touched in soothing ways, they tend to be positively stimulated emotionally. This is the environment they need for cognitive development – the skills to think and reason; and to acquire general knowledge about the world around them. Children who are given opportunity to explore and find out how things work increase cognitive ability over those who are denied exploration or when parents do things for them rather than letting them figure it out for themselves.

Time: 2 hours

Materials

- a. Ten Things I Need the Most (Posters)
- b. Pictorial child development cards (Appendices PEC Tool D)
- c. Information Sheet Cognitive Development (Appendix 12)

Getting Ready

Read information sheet on cognitive development (Appendix 12)

- 1. Study the child development cards to understand what each picture represents (Appendices PEC Tool D)
- 2. Collect materials required to assess children's cognitive development.
- 3. It is beneficial for the facilitator to practice assessing cognitive development of several children prior to the session. It will help her/him to understand the session and guide parents.
- 4. Visit parent volunteer and help her/him assess one of her/his children's cognitive development and demonstrate a way that she/he stimulated own child's cognitive development.

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રાસ્ત્રાન્દ્રવાન કરાયો છે. જા. જો. તે કર્યું કર્યા કરે કે ક્ષેત્ર ત્યા કરાયો કરે કર્યા કરાયો કર્યા કરા કર્યા કરમ કર્યા કર્યા

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NATIONAL PARENTING EDUCATION MANUAL

Introduction:

In our last session we learned about language development. So far we have talked about the child development areas of feeling, moving, talking. What area is left to discuss?

1. Today we are going to learn more about the importance of child cognitive development and parents' role. Parents will find out how to use the child development card to stimulate the child's development

New Knowledge

- a. Cognitive development refers to the emergence of the ability to think and reason.
- b. Share 7 important things to know about cognitive development including experiences and nutrition that influence brain development (See appendix 12)
- c. At what age do children develop knowledge and thinking skills? Babies learn from the time they are born or even before.
- d. At first they learn through their senses. They need many experiences to use all senses smelling, seeing, tasting, hearing and touching. One of the first things that babies need is exclusive breast feeding in the first six months.
- e. Cognitive development grows as children figure out what makes the world work. Give them many materials to explore such as blocks, sand and water. Sometimes you might ask them guestions about what they noticed?
- f. How many parents allow their children to make choices? Why is this good or bad for children? Giving children choices helps them develop the skill to reason and figure out things on their own.
- g. Another important cognitive skill is memory. How can we help children improve their memory? Play memory games. Ask them about the past. Teach them names, parents' names, and where they live.
- h. Encourage pretend play. How can pretend play develop thinking skills? It requires advanced cognitive skills as children plan and take on different roles.
- i. Nutrition is important for development. They need protein and iron rich foods for brain development.
- i. Ask parents to share comments and experiences related to these facts.

Wrap-up

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क्रुयःर्षेट्रश्चरअदेःर्स्नुट्ग्ववगःविशःर्षेद्रःयग्नादेव।

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NATIONAL PARENTING EDUCATION MANUAL

10	Activity (Group Work)
	Divide into 3 groups. Give each group one of the posters –Ten Things I need the Most. There are three different posters for three ages.
	a. Ask parents to look at the pictures. Identify the two best pictures that show how cognitive development can be promoted.b. After looking at the pictures discuss why cognitive development promotes school success. How does cognitive development influence adulthood?
	Plenary:
10	a. Share one or two pictures from each group.b. Share one or two examples of parents who have noticed about cognitive development
	New Knowledge
10	 a. Ask parents to take out their child development cards. b. Divide into three groups for 3 posters, or six groups, with two groups looking at same poster. c. Ask parents to find the pictures that show cognitive development. d. Task 1: Ask them to look across ages. What do we see? Discuss the pictures and what they mean. e. Task 2: Assign them one age group and ask them to think about how parents stimulate cognitive development? f. Remind parents that each set of pictures is likely to be achieved by the end of that age group. In pictures for 3-6 months, will the child be able to accomplish this task? No, but it shows you the things you can work on with the child.
	Wrap-up
5	a. Let's think back about what we learned today. Ask parents to share some comments.b. Next provide information in take-away message in text box at top of session.
	Parent Models New Practice
	 a. Parent volunteer demonstrates how to assess cognitive development of her child. b. Parent volunteer then demonstrates how to play cognitive development game with babies [stacking things or hiding things under a cloth and letting baby find hidden object/s]; or playing <i>Tic Tac Toe</i> with older children.

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ग. ब्रिंट्ज़ी:चलभावकरायकावनर्नाक्षेत् भ्रे:ब्रेन्द्नी:सभार्द्धनीयः न्वि:न्व्ययर्भेट्टे:सर्भेट्टे: क्रुनःर्सूर्यः रेस्ट्रेन्ट्सःस्य



Homework

- a. Each parent should complete one card for each child under 6 years and assess development.
- b. Notice one thing your child is learning related to cognitive development.
- c. Plan to tell us about that. If you have a baby practice playing the stacking game or hiding game. If you have an older child teach him/her how to play tic tac toe.
- d. Bring your child development cards to the next class.

Discussion Guideline

- a. Why is cognitive development important? What happens if children develop poorly in this area?
- b. What does this area of development have to do with "school success" and "life success?"

Ideas for Reflection and Action

a. What is your opinion about how well parents in the community are supporting this area of development?



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र्वायाः वयक्षितः तुषाः १५या

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ক্রুন'ন্ত্রংমা

સ્ત્રાંત્રન્ન કર્યા કૈયા કું ભુષી શ્રું યા રેપા હતું મું દ્વે છે. જો તો ચકુના શ્રેં સ્થે રેપા સ્વાપ મારે હવું મારા સ્વાપ સ્વા

श्रेस्रशायरः चल्वा द्वीं प्रति चर् त्र्युद्

વસ દું નેશ લાયું ને રેવા મુખ ખરવસ્તુે નવશુરવ વર્શે માં જો દુવા આ ખરવસ્તુે નવશે વર્ષે વસ વર્શ કે મારા ને 'રેસ વલે દુર્યું ખેન પછી છો છો છો.

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- नवर्यः क्रींबञ्च नेवा देवो र्वेदायः केवावार्य नवार्य नवारे क्रीं क्रींबा (वर्ष्य क्रींवा व्यव्यार्थ क्रींवा क्षेत्र क् क्षेत्र क्षेत्र
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- ८. चोर्याक्तां सूचा ज्यानियर मुस्यिविषया मुस्या मुस्या मुस्या मुस्या मुस्या मुस्या मुस्या मुस्या मुस्या मुस्या
- पः ख्रुणानानीकित्स्त्री (श्रुरानेना)
- ७ देवी खादे तरी देवी हेर च्रीवाय द्वार विया (श्रूर देवा)

NATIONAL PARENTING EDUCATION MANUAL

STAGE 3 SESSION 13

Identifying and Supporting children with Developmental Delays and Disabilities

Background

Parents have learned about developmental milestones and how to assess using picture cards. During each session the facilitator told parents what to do if they noticed a developmental delay. They were encouraged to stimulate development according to age and to seek help from health clinic if children are behind in several development areas or extremely behind in one particular area of development, for example speech and language. In this session parents learn more about warning signs of developmental delays and disabilities and they also learn what to do. This session requires strong linkages between the ECCD and health.

Take Away Messages

Parents now understand that children go through changes in skill development in a predictable sequence. There are certain milestones along the way.

Children generally achieve these milestones at a certain age. Developmental delays occur when the child has not reached these milestones at the expected time. Parents need to monitor development and stimulate children to achieve developmental milestones at appropriate age. Delays may be a warning sign about a problem.

Early intervention is critical to address the problem and enable the child to lead a normal life and reach maximum potential. When children show developmental delays parents should talk to health professionals at the outreach clinics. They can test the child and make referral.

Time: 2 hours

Materials

- 1. Rapid Neuro Development Assessment (RNDA) 10 Questions To detect disability (Appendix 13)
- 2. Risk Factors for detecting disability [Picture Cards + Information Sheet]
- 3. Information Sheet Developmental Delays and Disabilities
- 4. Information Sheet-General Support for Persons with Disabilities
- 5. Akash's Day Out [storybook]
- 6. My Ama is my Best Playmate (storybook)

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NATIONAL PARENTING EDUCATION MANUAL

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- य. चीश्राचपुः हिन्द्रचाराः हुं त्यापुर त्याद्वार चीर श्रेट्या है देश्वर त्यात्वे त्यात्ये त्यात्वे त्यात्ये त्यात्ये त्यात्ये त्यात्ये त्यात्ये त्यात्यात्ये त्यात्वे त्यात्ये त्यात्य
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Getting Ready

Read information sheets about Developmental Delays; Warning Signs Poster (First Five California) and Support for Persons with Disability (SEN Division) found in the Appendix 13.

- 1. Read two storybooks featuring children with disabilities.
- 2. Collect picture cards Warning Signs for disabilities.
- 3. Prepare symbol cards for communicating, seeing, hearing, moving, playing, and thinking. Participants will sort the pictures of warning signs into appropriate groups using these symbol cards.
- 4. Visit a home of a child with disability, along with the parent volunteer. Talk to the families about their child. Ask what s/he can do well? Ask the parent if they receive any supports from others? Take a homemade toy to give to the child. Interact with her in a caring way.

Minutes Activity (Group)

Introduction

Identification of delays and disabilities – To introduce the topic ask parents some questions about developmental milestones and developmental delays to share and clarify understanding. Say: We have been assessing developmental milestones. If someone in your neighbourhood asked how you would explain the words" developmental milestones"?

New Knowledge

Share the definition: A developmental milestone is a skill that a child gains within a specific timeframe. Milestones develop in order along a certain path. Children may not reach a milestone at the usual time but they will usually follow the sequence or path.

- a. What is a developmental delay? [This is when a child does not reach a milestone at a designated time.]
- What should we do if a child's development is delayed? Use the card to find out the child's level of development. Notice what comes next and try to stimulate the child in this area.
- c. When should we talk to a health official about the delay? [If the child is far behind or delayed a little in several areas (such as speaking, walking, understanding, etc.] We might say that this child has special needs.
- d. Why is this? The best time to help a child is from birth to age 3. If you think a child has special needs, ask for help right away. Don't wait until the child starts school. Get help as soon as you can even if the child is small.

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શ્રુપ્તાને ક્ષ્માં કુંત્રામાં સુત્રા કુંત્ર કુંત્રામાં વાલ્ય કુંત્ર કુંત

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There are different warning signs that may indicate that the child has a disability – one with special needs. Can you think of some warning signs that a child may have a disability? Here are some general warning signs:

Behavioural – First ask parents if they know some warning signs, then share this information. Warning signs: Lack of attention and ability to focus, extreme aggression or shyness, body rocking, does not seek affection, make eye contact, and do not want to be touched or comforted. May try to harm animals or other children, gets upset when trying to do simple tasks that other child of same age can do.

Physical signs – First ask parents if they know some warning signs and then share this information.

Warning signs: stiffness of arms and legs, limp body; clumsy manner

Delays in vision and hearing: Ask parents if they can think of some warning signs. Then share this information: Rubbing of eyes; difficulty focusing on objects; talking too loudly or too softly; failing to develop sounds.

Wrap-up:

Remember to seek help if you see these warning signs. There might be a medical intervention which can correct the disability problem. If these are corrected early, children will lead a normal life and catch up with peers. When intervention delays, child might miss important "windows" for development.

Disabilities Energizer:

- Form two lines on the ground, approximately ½ metre apart. This represents a bridge crossing a river filled with crocodiles.
- Participants line up and walk the bridge.
- Repeat the activity, this time blindfold the participants. Others can help to guide the "blindfolded persons" with verbal cues.

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Remember how easy it was to walk over the bridge with sight; and how difficult it was with blindfold. With the help of others, those blindfolded can lead a normal life. Think about how you felt as you walked with the blindfold and remember to be patient and encouraging to those with disabilities.

क्रुयःर्षेट्रसम्बद्धःर्सुटम्बन्गःविशःर्षेद्रयमादेन।

	ब्रैंट.पॅ. र्. क्रं.क्थर्
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	Activity (Group Work)
10	 Form 3 groups. Distribute one of three storybooks on disabilities. Each group reads one book. Decide what is important about this story. Plan to tell others in plenary.
5	New Knowledge If a disability is identified, it is important to focus on the child's strengths. Children with disabilities do not follow a normal pattern of development. However, this will not stop them from leading a normal and happy life, as long as they receive love and support. Often in our community, children with disabilities do not receive adequate love, support and attention. Let's do an activity to think about children with disabilities and what we might be able to do. Let us reflect on how we treat and support them by asking ourselves some questions.
20	 Activity (Group work) a. Together complete the chart in the text box below. b. Conduct the activity in this way: One group works on each component of the chart; then shares with others. c. Another method is to complete this in one large group. First person says no.1, second person answers second column: and third person answers third column. Then start again with no.1, no.2 and no.3 until a number of important ideas have been shared. d. In conclusion, summarize that children with disabilities can and need to be able to develop to their full potential and that they need the support of caregivers and family members to do that.
	What are some things we are currently doing to support children with disabilities in our families? What are some things we are not doing to support could do to support children with disabilities in our families?

कुल र्लेट्स स सदे र्सेट मालग नेस र्लेंद लग देना

रमःर्हेष नेशःवःयाश्रम्म

क्षिंव क्षेत्रय विनेत्रीयः आयु न्वर में क्षेत्र कर् हुं चत्र केंत्रावन न्वेत्य विक्षेत्र विकास क्षेत्र वित्र विकास क्षेत्र विकास क्षेत्र विकास क्षेत्र विकास क्षेत्र विकास षर्भेदर्भे अप्राप्ता हेन्क्रभावने ही बारा के बाह्य देशेन या बेरावर्ने वास्त्र की ने प्राप्त क्षेत्र संभी भारतीय विषय है। या वे के प्राप्त की स्थापन स्यापन स्थापन स्यापन स्थापन स वर्गामाञ्चन चुनिनी

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द्यरुषाःग्रीषाःश्रेषात्रायद्यत्यत्यत्र्यत्यावर्द्र्यः । ययाः क्रेहेवाःहेत्दर्दः नयद्र्यःङ्गेष्ठः त्वाषाःग्रीः यस्याः द्रस्याः द्रस्य दे तिंदा वाक्षेत्रवन् बेरावक्षेद्रान्वरसें क्रेंद्रान्वराणी जाया हुँ वन्वायहेद्रायववादे यने पूराववाक्षेत्राज्य ववत्रक्राने हुँ तुर्वाया है वाक्षेत्र अवता विवाय व क्तुन क्रें र-त्रीय छोता विस्यो नगाय र हुँ र यह अपी अपेर अपोत्र यह र ने क्तुन क्रें र-या ने द्वा ने क्रिया है। देश या है र र र्यो अपन हुत वनद्धीया नङ्गर्वनद्दा

দ্রীম'ঝা

षः ला.जे.रेचरत्,भूषं बिचाना,ल्रेन्श्राचचपःक्र्यं में अराज्यतं भें स्टेन्दला.जे.लास्चश्रेरिक्वी.क्रेरिक्श द्विषः क्रेश्यन संचीतं क्रियाना स्थापिता स

वा. सीयात्रापुः वर्ह्मात्राप्तर् वर्षाः वर्षाः

- . જાત્યુત્યુ અરઃક્ષેત્રેન્સુકત્વનુદ અદસ્વઅઃકેવઃબેંદ્રાયકેક. અદક. નાંદ્રે નાકશાનુકેના ક્રાયુ, સુકત્વનું વસાયકેના એંદ્રાયકેક. દાવકશાનું અવા કેલવર્ वेश्वें?
- वार्के नते वीवाक रका त्येव नवीं पते नुका कीन वार्के का कीवाव ? वार्रे तनन ?
- अ'तु'न्वन्धें क्र्रेब्'ल्वाश'क्षेब्'य'केब्' वेंन्वीश'क्षे'कें'न्वात'र्नेवा'र्नेन्न्वुच'त्व्रशक्वाक्षे'वा'नेक्ट्रेन्र्द्ववाश'वा।

नषयः देन 'न्रायम 'येद'श्ची' बनब 'मादब 'श्लानबा

द्यवरुषान्त्रदेशे श्रेष्ट्या, वचतः कृत्रदित्या भीत्रवत्या भीत्रविष्या श्री स्ति भीत्रवा से स्वाप्ति स्वाप्ति स

NATIONAL PARENTING EDUCATION MANUAL

Model New Practice

Having noticed the child with disability, the facilitator talks to the parents. Facilitator notices what the child is able to do. S/he looks at the toy chart to see what might stimulate the child. S/He makes a toy for the child and goes to the parents and asks if s/he could give the toy to the child. Facilitator tells about the reaction of the parents and the child.

Wrap-up

10

5

It is important to remember that parents of children with disabilities sometimes feel embarrassed about their child. Why is that? Such parents need our support. Taking care of a child with disabilities is very difficult. Let us understand the stress they undergo and try to offer support.

Homework

a. Understand the situation in the community regarding children with disabilities.

b. Reach out to a child or family of a child with disability. Offer support or toys to stimulate the development.

c. Plan to discuss what will happen during the next meeting.

Discussion Guideline

- 1. What should we do if the child has several developmental delays or serious delay in one area?
- 2. When is the best time to get medical help and why?
- 3. If a child has a disability, how can they lead a happy and productive life?

Ideas for Reflection and Action

How can we support families and children with disabilities in our community?

मुल र्लेट्स संस्ति र्सूट मालमा नेस र्लेंद्र लगा देना

र्मायाद्या श्रिमारुका १०६मा

क्षेत्र्यायायाळे हेरा क्षेत्रक्याय वे त्यू

ক্রুন'ন্ত্রেহন্দা

रेदेर्द्रश्याः सम्पर्द्धःग्रीमा

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 3 SESSION 14

Importance of Play - Toy Making

Background

Play and learning go hand in hand for children. This is will also help parents understand the concept of developmental toys and how to produce and use toys to stimulate four developmental domains. Parents will develop appreciation for play, learn how to make low-cost developmental toys and use them.

Parents will:

- 1. Develop toys from low cost materials
- 2. Display and talk about:
 - a. what the toys are,
 - b. how they are made,
 - c. how they can be used to stimulate the four domains of development

Resources Materials

- Toy Cards (Appendix XX)
- Information Sheet: Importance of Play for Development (Appendix XXI)
- Materials for toy making

Take Away Message

Play is an important means by which children can learn actively and it is a predictor of how well children are developing. Parents can help children learn through play by providing adequate time for children to play and ensuring that materials are stimulating and safe for the level of the child. Parents can produce age appropriate toys from locally available low cost materials.

When children play with a toy over an extended time period, they may become bored. When children are bored they are not learning. Change the toy in some way to make it interesting again. Some toys like blocks, dolls, ropes and balls can be used in many ways by different ages. Children do not become bored of them because the child changes the toy's use according to child's own thinking and creativity

मुलार्ल्यस्यायास्त्रीत्यावनाःवेशार्ल्यात्वादेवा

গ্ৰাষ্ট্ৰবাবেবদৰী

- २. हेर्-क्रम.प्यचा.क्र्यांट्र,हेंब्-क्रम.क्रिय.च्रीब.ब्री (ब्रम्:ब्रीचाम.७८न)
- 2. ड्रेट्रक्य:पूर्वा:विरःष्ट्रं जुवाय:पूरा ह्रें प्रवीय हेर्ट्रक्य जुरा विराध हुर्ट्य ह्या (स.स.ट्रुच्या:विराध ह्या)
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- ७. ब्रिश्चरतित्रेत्रत्व्यात्रेत्र्यत्यात्रेत्र्यत्यात्यः समार्ख्त्यः क्षेत्रक्षात्रव्यत्रेत्रेत्रेत्रायाः क्ष्यावेत्रावेत्रः समार्ख्याः समार्ख्याः समार्ख्याः समार्थेत्रा वेत्राव्याः समार्थेत्रा वेत्राव्याः समार्थेत्रा वेत्राव्याः समार्थेत्रा वेत्राव्याः समार्थेत्रा वेत्राव्याः समार्थेत्रः समार्थेत्रः



Getting Ready

- 1. Read Handout Importance of Play (Appendixn14)
- 2. Study the Toy cards and make several toys on the sheets (Appendices PEC Tool E)
- 3. Identify toys to make with the parents.
- 4. Facilitator should produce at least 1 or 2 no-cost toys for each age category using different materials. It will increase interest, enthusiasm and practical knowledge. In addition the facilitator can use these toys during parent home visit
- 5. Produce four small signs with the age clusters: 0-1; 2-4; 4-6; 6-8.
- 6. Ask parents to bring materials for toy making during home visits



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चालबे.लर.केंच.रम्मून,स्थायहूब.रम्मू। बैचा.चा.र्रे.क्ष्यं.तप्तर्थायहूब.रम्मू। र्राचर्चश्वास्त्राक्ष्यं.क्ष्याक्ष.क्षयं.क्ष्यं. लर.क्षेच्याचार्यक्षयं.क्षयं.च्यां स्था.च्यां.प्र्यं.क्षयं.च्यां. चक्षे.रम्मून स्था.क्ष्यं.तप्तर्थायक्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्षयं.क्षयं.क्षयं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.क्षयं.क्ष्यं.क्षयं.क्ष्यं.क्षयं.कष्यं.कष

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 4 SESSION 15

What did we learn? How have we changed?

Background

Facilitator can assess changes in child wellbeing baseline (Stage1) to identify programme impact. Parents can reflect on changes in Knowledge Attitude & Practice (KAP) related to three key areas of child wellbeing and appreciate how much they learned. They may also identify other things that would like to learn that will impact on their ability to provide for their children.

Take Away Message

Parents have the most influence over a child's future success. Parents should celebrate how much they have learned. They should be applauded for the sacrifices of time to attend the meetings and for trying new practices. At this time parents should be able to see the positive differences in their children's development due to these efforts.

Time: 2 hours

Getting Ready

Prepare three posters to represent the three areas of child wellbeing. Use markers to make a title for each poster: "What Children Need – Healthy and Strong"

- 1. Keep crayons: different cloured markers and pencils ready for group work.
- 2. Learn a value laden song to introduce the session. (Druk yul dhe na gawalu, druk yul dhe na kiba lu...)

In one activity of this session each team will write another stanza to this song related to one of the three child wellbeing indicators. They will need a paper to write the stanza of the song,

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NATIONAL PARENTING EDUCATION MANUAL

Time	Activities
	Introduce
10	We have been meeting for 14 sessions. We have only one more to come. This is the time for us to think about what we learned and are now doing to help our children achieve their full potential. I am sure we will feel happy and proud for all the changes we have made in our parenting to promote our children's full potential.
	Let's start with a song. [Teach song in Getting Ready section]
	Over the past months we have discussed what children need and what parents can do to promote child development milestones and overall child wellbeing. The early childhood years are considered the most important and parents have the most important influence over child's outcomes.
	We learned that when taking care of children we need to pay attention to three important areas – making sure that children are healthy and strong; happy and smart; safe and protected.
	Activity (Group Work)
30	Introduction
	It is time to see how much we have learned during our time together. What do we now know and do to make sure our children are healthy and strong; happy and smart; safe and protected.
	Form three circles of equal number of members and sit on the floor. Each selects a leader / note taker. Give each group a paper and the group work notebook.

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বর্গাইক্স

स्मिन्द्रीयात्रीया

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Instructions

Go around the circle and tell one thing children require in this area of child wellbeing. Now go around again and say a second thing children need. Note taker writes these in the group work notebook.

These important Reminders will ensure good outcomes from the group work:

Remind Group no. 1 that they will think about health, nutrition, hygiene and strong bodies. Remind group no. 2 (Happy and Smart) that this refers to the four areas of development: moving; communicating, loving/feeling; and thinking. Remind group no. 3 that this includes how to make children safe and to protect them from four kinds of abuse.

After everyone has stated two things, give the group crayons and colored markers.

Each person will draw pictures or write words to show the two ideas they contributed.

If one group finishes before the others, then ask if they can think of any other ideas.

Plenary:

Let's see what the others think and if we can add something to their ideas.

Group 2 and 3 go to group 1. Group 1 sits on floor and shares their findings. Others stand around the circle and listen.

After listening they may add any additional points. The facilitator writes these ideas in the group work notebook below the other contributions.

Next move to group 2. Group 2 sits on the floor and others stand around and look at the poster and listen to the views. They can then add additional ideas.

Wrap-up

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We now know so many things about what our children need and we are practicing these things in our home.

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मुंबायक्षेष्यायशक्ष्री

- જાતાં, પ્રાંતું સુષ્ય લેવશાયશ મૃત્યું કર્યું કર્યા કર્યું કર્યા કર્યું કર્યા કરા કર્યા કર્યા

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		Activity (Group work)
		Let's turn this knowledge into a song. Each group will make up a song about another area of child wellbeing, not the area that you worked on.
	15	i. What do children need to be healthy and strong
		ii. What do children need to be happy and smart
		iii. What do children need to be safe and protected
		Each team sings the song. After each song, ask all participants to hold hands and stand in a
	5	circle.
-		Wrap-up
		γνιαρ αρ
		This has been a wonderful session. We shared what we now know and do to make our children healthy and strong, happy and smart, safe and protected. We made a song to capture our important ideas.
	5	Many of you may look around your community and feel concerned that other children are not receiving the good care that your children have in your home.
		Next time we will think further to identify some of the things in the community that we think should change. We will ask ourselves is there something we might do as a group.

NATIONAL PARENTING EDUCATION MANUAL

Discussion Guideline

- 1. What do we now believe are key parenting practices (children birth -8 years) for children to be healthy and strong? Why is this so important for school and life success?
- 2. What do we now believe are key parenting practices (children birth -8 years) for children to be happy and smart? Why is this so important for school and life success?
- 3. What do we now believe are key parenting practices (children birth -8 years) for children to be safe and protected? Why is this so important for school and life success?

Ideas for Reflection and Action

We have learned many new skills and practices to improve child wellbeing.

- 1. What concerns do we have about childcare and parenting in the community?
- 2. As a group, what might we do to address these challenges?

Resources /Materials

Child Wellbeing Index

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ক্রীয়:এইপ্রা

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NATIONAL PARENTING EDUCATION MANUAL

STAGE 4 SESSION 16

What do we want to do next?

Background

This session provides parents with opportunity for forward planning. In previous session they identified outstanding challenges due to needing additional knowledge/skills. They will discuss these issues in more depth and other specific emerging issues such as children's screen time, early literacy, early numeracy, reading, nature education, mindfulness, etc., as and when there is a need to do so.

Take Away Message

This is the final session of the parenting education programme. Parents will identify what they want to do next and develop an action plan. The Parents will take lead roles for organizing their meetings and their work. The facilitator may provide some support as needed, for example attending the first session where they elect officers and develop an action plan or for contacting sector specialists that might be useful to help them address some of the concerns.

Time: 2 hours

Getting Ready

Consolidate list of challenges related to child care and parenting.

Minutes	Activity:
10	 Please refer session Routine Step 3. Remember, always use follow-up questions such as "explain a bit more about your thinking". Conduct a quick energizer between homework and presentation of new topic, such as a children's song.
15	Introduction Facilitator explains the purpose of the parent group and topics to be discussed. (See Session Routine Step 4) Facilitator complements parents on the many new practices they have acquired since the parenting sessions began. You must see many positive changes in your children. What are some of these changes? Let each parent describe one way their child has changed.
	Invite participants to sing Child Wellbeing song composed at last session. Wrap-up: In this session we will think about our role to help others in the community to ensure that their children reach full developmental potential.

कुषःर्षेरशयःअदिःर्श्वेरःम्बगःविशःर्षेदःषमानेपा

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NATIONAL PARENTING EDUCATION MANUAL

	Activity (Group Work)
	Introduction:
	In this session we will identify child wellbeing issues in our community that we will address in the near future.
	For this activity, you will sit in three groups.
30	Each group will look at one area of the child wellbeing framework and the indicators and identify challenges that may exisit in implementing the indicators.
	Plenary
	Each group shares the priority challenges identified
	Other groups are given opportunity to add additional ideas.
	Wrap-up
5-10	We have identified community concerns related to children's child wellbeing. We have seen many challenges that are barriers for children to be healthy and strong; happy and smart; safe and protected. Do you think some of these challenges could be overcome?
	Activity (Group Work)
15	Each group should prioritize 3 significant issues and how you could address that.
15	Discuss each in depth. Explain the problem fully; and come up with some initial ideas about how the problem might be overcome.
	Reporting:
	Each of you have learned so much and made so many changes in your own homes. You are champions for children in your home. In addition you can now see problems that exist in the community. You could play a role in bringing these changes. You are all potential Champions for Children in your community.
30	Each group describes priority problems that exist, explains the problem, and some ideas about what they might do.
	Following group presentation, ask others for ideas on how these issues can be addressed.

क्तुवार्ष्यरसम्बद्धाः मृत्याद्यम् निसार्ष्यद्वायम् देवा

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मूंश.चक्रैष.जश.क्रूंषी

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Wrap-up

From what you are sharing, we can see possibility that you as a group could spread awareness, call for community discussions or take other actions.

Discussion Guideline

- 1. What barriers exist in the community that prevents optimal development of children? Is there anything parents can do to address these problems?
- 2. Have you developed strong bonds and friendships in this group? Do these bonds create added benefits in forming a community action group or parents association?





ECCD Parenting Education Module

APPENDICES

Parenting Education Curriculum Tools (A-F) PEC Background Information Sheets (Appendices 1-14)

Contents

Tools	Materials Relevant to Numerous Sessions
А	Child Wellbeing Index – Sessions 1, 3, 5 & 16
В	Session Routine – All Sessions
С	7 Steps of Problem Solving - Sessions 2, 4, & 6
D	Child Development Picture Cards – Sessions 9-13
E	Toy Development Cards – Sessions 14 & 15
F	Bhutanese Traditional Child Rearing Practices
G	Template for Designing Additional Parenting Sessions
Appendices	Background Information Sheets for Sessions, matched by number
1	Session 1 -Information Sheet Nutrition Charts and Feeding Information
2	Session 2 -Information Sheet: Hygiene Practices to Prevent Illness
3	Session 3 -Picture symbols / Group Work /Caring for Children
4	Session 4 – Child puzzle Template
5	Session 5 – Information Sheet - Accident Prevention
6-A	Session 6 – Warning Signs for Possible Child Abuse
6-B	Session 6 – Positive Discipline
7	Session 7 – Traditional Storytelling Methods
8	Session 8– Traditional Practices Cards
9	Session 9- Information Sheet - Social and Emotional Development
10	Session 10- Information sheet – Physical / Motor Development
11	Session 11 –Information Sheet - Language Development
12	Session 12 – Information Sheet - Cognitive Development
13	Session 13 – Information Sheet -Developmental Delays and Disabilities
14	Session 14- Information Sheet - Importance of Play

PEC Tool A – Use for Sessions 1-6 & 15

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PEC Tool A – Use for Sessions 1-6 & 15

Child Wellbeing Index For use with Sessions 1-6 & 15

Health/growth		Cognitive/psycho-social	Protection/participation
1.	Fully immunised, takes vitamin A supplement, and is de-wormed.	Child likes self and feels valued.	Birth is registered and certificate provided.
2.	Breastfed exclusively for	2. Has at least one friend.3. Shows acceptance of people	2. Knows name, address and guardian's name.
	first six months; includes colostrum; no other food	who are different.	3. Receives consistent love and support from primary
	or drink provided (not even water).	4. Solves conflicts without aggression.	caregivers.
3.	Eats three nutritious meals every day; includes protein, fruit and vegetable; eats from own plate to measure	5. Follows through on simple tasks to take care of self and help others.	 Neighbours provide caring support and supervision against physical and emotional abuse/harm.
1	sufficient quantity for age;	6. Is learning to practice cultural and spiritual values.	5. Begins to sense dangers and seeks help from trusted
4.	Has shelter that is hygienic, safe, warm and dry.	7. Curious about things around them and actively engaged to	adults.
5.	Has clean place to sleep and gets approximately 10 hours	'find out'.	6. Can distinguish between right and wrong; truth and
6	sleep per night. Uses toilet and washes hands	8. Persistent and creative in solving problems.	lies. 7. Can resist peer pressure.
0.	with soap after toilet and before eating.	9. Asks questions without fear.10. Has time and materials for	8. Child's guardians are aware of where and what child is
7.	Drinks safe water.	enriched play and learning	doing at all times.
8.	Brushes teeth before sleep.	with friends and others in the community.	Child and guardians know how to report and respond
9.	Girls and boys participate in recreational activities every	11. Has conversation with adults that builds language,	to child protection violation.
	day.	knowledge, thinking skills and	10. Can identify at least one source of adult support.
10.	Provided time for physical exercise in a clean and safe	day.	11. Child understands, can follow and achieve positive
	outdoor environment every day.	12. Is read to and told stories	guidelines for behaviour.
11.	Can identify health worker within their community and seek their support when in need.		12. Able to control own behaviour and impulses

मुलार्षेट्यायासत्रिर्भूट्याव्याःवेयार्षेद्राध्याःदेवा

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- 12. Weight and height normal for age. 13. Engaged participat
- 13. Provided medical care when ill, without gender discrimination.
- 14. Knows/practices accident prevention relative to setting.
- 3. Engaged in learning: participates in ECCD centres (three to five years) and primary classrooms that promote social, emotional, physical, cognitive, and language development; and achieves quality scores for emotional and instructional support.
- 13. Shows empathy for peers; stands up for what is fair and right.
 - 14. Able and allowed to make small decisions appropriate to age and capacity.
 - 15. Communicates needs and views and feels that views are taken seriously.
 - 16. Participates in activities that cross gender barriers.

Note:

When assessing child wellbeing ensure that girls, boys, children with disabilities and those from other vulnerable groups are valued and treated equally. Children with disabilities should be assessed and provided with necessary referrals and appropriate support.

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PEC Tool B – Session Routine (Use for all Sessions)

Session Routine¹

Component Mi		Mins	Description
1.	Greetings/ Welcome	5	 Facilitator greets parents by name in a friendly manner; Asks parents to identify absentees; Asks for volunteer to visit the absentee to express concern about his/her absence and to share what was learned in the session.
2.	PF Acknowledges to- day's Parent Volunteer (PV)	1	A parent Volunteer (PL) assists the Facilitator with the session. Expresses warm appreciation.
3.	Review what was learned and applied	15 – 20	 The Facilitator asks participants to share what happened when they tried new practice. How did the children respond? Did they talk to spouse and extended family members about the reason for this practice and encourage members to use the same strategy? What happened? Vary the method for doing this. Examples include Parents talk in pairs or groups of 3. This gives confidence to all participants at the beginning of the session, a key factor in successful training. Facilitator moves about listening to different groups, but does not comment. For plenary, ask one member from each group to share. Use a number method to call on parents. To do this, assign each member a number at the first class. Facilitator has all numbers in an envelope and pulls random number to identify who will speak. Another method is to call any member to discuss homework experience and that member then calls on the next person. Each speaker selects the person who will speak next. After five have been chosen, the Facilitator asks if there are some others who want to comment. (Take 2 or 3 additional volunteer speakers.) Facilitator briefly records what parents say and immediately after the session, while memory is fresh, completes these notes or makes it more clear.
4.	Introduce topic New Knowledge	10	 Today's topic: The facilitator announces discussion topic for day. Parents' views: In some cases the facilitator begins by asking parents their understanding of this concept. Other times the facilitator shares the new knowledge and then asks the parents to share their views or practices related to the topic.

Provide this as a handout. It is an important tool for developing sessions and monitoring facilitators.

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		 New Knowledge: The facilitator takes 3-4 minutes to share New Knowledge, using plain language, and explains why this is important for children. Sometimes the New Knowledge is explained in two brief segments separated by group work or discussions. The facilitator asks questions and launches a short discussion to find out parents' experience or impressions related to the topic. This is important because if members do not fully understand what is being discussed or the facilitator's point then the group work will be ineffective. When asking parents their views or experiences try these methods: Go around circle in order starting at random point up to 4-6 parents. Then ask 2-3 others who wish to add something. Draw numbers from an envelope, then also invite others who want to respond to the question or comment on something that a member said. Use follow-up questions: can you explain a bit more about that; why do you think that is. This is especially important when parent says something that represents a good childrearing practice but may be unusual for this community. This promotes "positive deviants" as leaders and encourages concept of teaching each other. Whenever a view is presented that may be harmful to children, deal with it in this way. "Does someone want to comment on what he said?" Would you agree or disagree with this statement?" Usually the group
5. Group Work	20	 but the parent takes the feedback better from his/her neighbors. Parents meet in small groups to complete a task intended to help them delve into the subject matter. The more groups you break into the more time required for reporting. Two groups work best for most topics. Provide a group work notebook for each group. These are spiral bound notebooks that are used throughout the entire parenting course. Write the number of the session at the top of the page, as well as the date. Most group work follows this method: Divide into two groups; select note taker; ask each person in the circle to share one thing not stated by others. Go around again until all ideas have been stated. Remember to distribute a group-work spiral notebook to each group to record the ideas from members, if appropriate for the activity. Write Session # at top of page so that it is easy to review findings at a later date.

6. Reporting	10-15	 Group work is shared in plenary and others may give feedback. Method used is that each group shares one thing going back and forth between the two groups until all ideas have been shared. This enables greater participation. Ask for feedback Facilitator sums up what was learned.
7. New Practice Modelled & discussed	10-15	 The Volunteer Parent then demonstrates a new practice that relates to the day's discussion topic. Participants should discuss benefits. Additional benefits occur when there is time to practise in pairs.
8. Clarify homework	5	 What did we learn today and how will we use it? Parents agree to try the new practice modelled by the parent leader or one that they learned during discussions. Homework also includes talking to spouse, extended family and neighbours about the recommended parenting practices.
9. Select Parent Volunteer for next session	1	 The Parent Volunteer role rotates from member to member. Parents volunteer for the role. It may take some parents longer to develop confidence to take on the task, but over time all should participate. Before the group departs, the facilitators arrange time to make a Home Visit to the parents' house the next week. At that time they will have a one on one interview about how well the parent has been able to understand the sessions and use the new practices. They will discuss the next session and use the parent as a gage for how other parents will respond to the topic. At this time, the facilitator prepares parent volunteer to model a new parenting practice at the next session related to the skill being taught.
10. Departure		Location and time of next meeting confirmed.
11. Facilitator consolidates notes	30	 Immediately following the session, facilitator finalizes notes from the session. She /he may refer to group work notebooks. When a supervisor /mentor is observing the session, the observer and facilitator compare notes about parents' comments; experiences, etc. The written records are essential qualitative monitoring data.

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PEC Tool C -Seven Steps of Problem Solving Model

Use with Sessions 2, 4 and 6

Seven-step problem-solving model2

Problem solving is an important and necessary skill to develop over time to use in everyday life or when you are confronted by a challenging situation. The seven-step problem-solving model is a useful resource for you to use anytime you experience a challenge or have a goal to achieve.

Step 1: Identify the problem:

- Be clear what the problem is. Name it!
- Talking to others might help to identify the problem.

Step 2: Explore the problem

Think about the question from different angles. Ask: what, why, how and why.

Step 3: Set goals

Define what it is you want to achieve.

Step 4: Look at alternatives

Brainstorm for ideas. Be creative. Write all ideas down.

The more alternatives there are, the more likely you will be able to discover an effective solution.

Step 5: Select a possible solution

List possible solutions; explore possible outcomes and consequences. Identify which are most relevant and manageable solutions in your situation.

Step 6: Implement a possible solution

Begin to put your solution into action.

Prepare yourself by planning when and how to do it.

This might take time and effort. Motivate yourself by rewarding achievements.

Step 7: Evaluate

Explore the effectiveness of your solution. Did you achieve what you wanted? Ask: how, why and what.

A general tip to problem solving is asking others for advice. This might help you explore the problem, identify possible solutions and evaluate them yourself.

² Adapted from Learning and Teaching Unit, University of South Australia (2011), Problem Solving, http://w3.unisa.edu.au/counsellingservices/balance/problem.asp

PEC Tool D-Pictorial Child Development Cards (Use with Sessions 9-15)

ञ्चस'० तथा ३ इस'० तथा ३



PEC Tool D-Pictorial Child Development Cards (Use with Sessions 9-15)

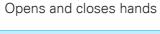
Child Development Milestones 0.3 Months

Gross Motor Bring closed fists to mouth Raises head Fine Motor





Moves arms and legs

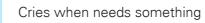


Grasps fingers

Holds small objects

Language







Stops crying when attended



Makes sounds

Cognitive



Responds to sound, light and motion



Discovers hands



Anticipates feeding

श्रेष्ट्रे:५८सेससः स्ट्री



गर्नेरःसुःनक्षःदी



ભારે અર્કેન્સ ન્સેસઅ ન્યાન ક્ષી ભારે વી સ્મૃત્ વાલા ન્યાને સ્થાન સ્થાન સ્થીન સ્થીન સ્થિત



यस्यायस्यारार्क्रसायस्र हो।

ञ्चसः ४ लकः (१ भारते.लप्तंत्रम्

নাৰ্বাশ:শ্ৰী:মনাশ:স্ত্ৰুমা



समु र्हे र्दर वा बुवा राज्य हु है।



श्चेतःर्रथः नश्चरः दी



र्चेन्यरास्थान्त्रीचेन्यरास्य स्राचरर्स्ट्वी

ৰ্বিস:স্ক্রমা



रुषः द्धरः चत्वा से म् द्रान्त्र दी



लचाराचादुकाळाराबरङालाचा बुराबी



रुला हुं. वा न्यायायायीया वृष्य क्षेप्रकृत्वा दी

ጣ'፠51



र्ज्ञेन्यार्थार्ययार्वेन देते देतासु स्नूरामुन दे



ष्यदेःबीःसूरः देःविषःदी



म् भूराईं लर्ज्यलम्बरी

Social and Emotional



Gazes at faces



Happy when sees mother; turns head when hears mother's voice



Nurses frequently

Child Development Milestones 3-6 Months

Gross Motor



Lifts head and trunk



Rolls over



Sits with support

Fine Motor



Reaches for dangling objects



Grasps objects in both hands



Explores objects with hands and mouth

Language



Makes sounds to get attention



Recognizes voice of mother



Starts to imitate sounds

सर्वे देगा



गर्नेरःर्त्तुः रेंबायदेंबायनर्त्तुंग्वायादी



રાયા હુંદાગું હું ત્યું ક્રેંચ વસ્તુે દ્વી



ङायानमें हैं प्रः ङायाना नहुर है ईं तन प्रे हें हुने के



षायान्यकारी र्रेनेशारी



वार्देर:द्वेंद्व:शे:शे:श्रंश्रंश्वर्धर्म: ववादःहे



षाःभुःगवदाभैः सर्वेरमः र्भेः चानभेरदी

বাপ্তিবাধ্যশ্ৰী:মবাধ্যস্ত্ৰমা



ररःमुरुषःगरुगःश्चेःर्थेर्दि



र्गेन दी



क्चितः क्रीं र क्ची वेंना यथा यर वेंद दे दर में अ क्षेत्री

चाञ्चवाशाग्री:बिद्य:स्रमा



*૱*ઌૡૢઽઌૢૻૢૻ૽ૡૢૼ૽ઽૣઽૹૢ૽ૺઽૣૢૹ૽ૺૹ૽૽ૺૹ૽ૺ



સર્ફ્ વ રેં! વાઢે લ 'શું લ જ તા સ્કૂ ર ગા ' ર્સ્ક્ ' વક્ષ કો



रुत्थःर्द्धः वार्रेवा त्यरः वहुरः दी।

Cognitive



Recognizes faces





Shows interest in small objects | Explores cause and effect, drops objects, bangs

Social and Emotional



Recognizes father and mother



Laughs at funny faces



Shows interest in other children

Child Development Milestones 6-12 Months

Gross Motor



Sits alone



Crawls



Pulls up and takes steps when supported

Fine Motor



Plays with small objects



Picks up small objects with two fingers



Hits objects together

四'新打



र्छा:श्र्य:मुन:दी



क्रिया या है शादरा या शुक्षा से ख़ुरा है।



रुषान्वीयन्यह्वार्रान्यवाक्षेत्र्रेद्वादी

सर्वे देगा



रु.ज.स्.चबच.सु.स्. वक्रूज.दी



ફ્રેન્સેં હું. વલળ જે નર ફ્રેય જે



रुषा सुरगु। र्सुं सु स्रोस्स र्वे रही।

য়য়ঢ়ৢ৽ৼৼয়য়য়ৼৢৼ



चिम्रमः क्षेत्रिंदरवन् से तुः न्वादः दी



ગાગા. ક્રાની



રુંભાસાદ્રમાં સાર્સું ધરાવલુભારી

ञ्चस.३४ जय. ३४ क्थी ल.जं.लय.चश्चेर.कु.पक्वीय.प्रुशी

নাৰ্ব্বনাথ:শ্ৰী:মনাথ:স্থানা



र्वेशःर्श्वेदी



उद्देग:दी



त्रभारतेष्य स्त्री स्त्र स्तर्भ स्त्री स्

Language



Babbles to self



Says one or two words



Points with fingers when wants something

Cognitive



Looks for objects that are hidden

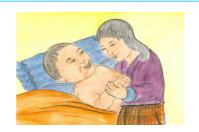


Pushes and rolls toys



Fascinated with small objects

Social and Emotional



Likes people; prefers caregivers



Plays 'peek-a-boo'



Pushes away things not wanted

Child Development Milestones 12-18 months

Gross Motor



Takes steps



Climbs



Walks well

याञ्चयाश्यापुः लियः स्था



र्नेन्द्रायम रायार्स् धीरायम्बर्दि



र्बेशर्द्धः गरेगः तरमहेगः दी



विदःहः सुन्याहरःदी

四'斜5



रुष्य वी सेट हेंब्रस द्या ह्वा से द्वा से द्वा सी



नर्गेन्कुःवहसर्हर्न्हर्ः कुन्ने।



क्षेन्द्रस्य प्राचना केर्ने ना हेर्ने क्षेत्र क्षेत्र ना द्वा प्रस्केन स्वन हेन्द्रः नाबूद प्यद्र सेनी नान्या को ना प्रस्केन प्राचेत्र सेने हुन् सुन हो।

यर्वे देगा



न्त्रज्ञात्री:ळ:न्याद्माद्मिन्द्री



ङायाचन्दाञ्च बृद्धेदान्द्री स्ट्रोबरादी



रुजः चारुअर्वेरअर्देगानुः र्श्वेपन्स्रीन्दी

য়য়ৄ৽ৢ৸য়য়য়য়য়য়



चर्क्रेन्यः मुचः नः न्वायः के न्दः केंबायः चरः वाहन्यः नः स्वा



इस.उर्वीर.ष्.स.स्य.मीय.यु।



न्वादःक्ष्यं चक्षेत्रेन्वे। व्यवश्वादः धरःदेशःक्षुरन्वे।

Fine Motor



Takes objects out of containers



Stacks boxes



Takes tops off

Language



Points to objects or pictures when named



Follows simple commands



Says few words clearly; important people/objects; and few other words such as 'my', 'more', 'all gone'.

Cognitive



गञ्जगशागुी:ळ:नशाद्गायाचेगाः र्हेदादी



ङायाचन्दाञ्चदादेविनेर्दायायाः उत्यार्कार्केर्वेचाः विवेदादी



रुषः गर्डेसर्वेरम्डेग्सः क्रूंपानक्रीत्री

Social and Emotional



Points to some body parts



Pulls an object to reach something



Interested in everything he/she sees

ञ्चस. १८ जना. ४० क्या ल.जी.लम.पश्चेर.की.पक्चीम.पुरा

বাৰ্ব্ববাধ্যশ্ৰী'ম্বাধ্যস্থামা শ্বন মর্কুন দুব রী न्गायरत्यः सेन्यरः क्वुवाः र्कुवाशा क्ष्यः रूच से स्ट्री বাপ্তবাধ্যশ্ৰী:প্ৰব:স্ক্ৰমা रुषार्द्धः र्नेद्रबद्दम्बर्धम्बर्धः विद्रदृष्टिः वरन्वर्नेद्रवी ख्रवस'दरररायार्द्धः धर्मशर्मे चसुनर्द्धम्बर स्रुधःहुरःहुं वीशः नश्चेवादी A. #21 यर्ने:र्ने्य:क्षेदा कृ'बाचुि'यो'केम्''' नेमी बीन हैं "बीदा ररवी सेरक्ष्य रहिंगशरी वर्हेर्द्धवाद्यरगुःरेक्ष्यर्स्वश्रंवाश्वरी श्चरःश्वरःगुःर्द्धः १९५१र्द्धम् यःदी यर्वे देया। क्षेत्रसेत् श्रीः में देंतः मुन्में र्द्धम्य दी বার্বাঝ'শ্রী'ক্র'পঝ'শ্রী'ঝিশ বার্ত্তর্ম' বার্ত্তরাই' रुत्पार्रेना'त्रवन्यार्द्ध्'स्रव्युद्ध्'स्र्युन'त्यन्द्वी পৃষ/প্রুবর্ত্ত্বার্মরী

Child Development Milestones 18-24 Months



श्चे के दिन्द्र के अवार्के म



लग. विश्वयः प्रदेशः हेंब्दु वे स्वी ह्री.



जर्जूज.मैय.द्री म्य.पूर्व.ग्रीश.चाङ्कप्यरमञ्जूचा.



ररकी. जबाराखबुदी

ञ्चस'यर प्रमा ४५' र्ष्या आसंत्राप्यराम्ब्रीर्ग्यीप्यग्रुरारेश

নাৰ্ব্যধান্মী:মনাধ্য:স্থামা



रुषाची सूचायरा सर्हेरदी



म्राच्याची ह्ये हेंचा चर्ड्च व्यय हें।



र्वेलः वर्गे देन्दः र्वेषः वे मुवः दी

वैय:स्या



व्रेम:र्नेन्डिया:यी:बदायमः संसंत्राबदायवींदी



क्षें रविग पदी दी



गी'नेन'गी'र्भेन'के'र्ख' केंन'दी

四滑打



ब्री अंतरमहरूखाः द्वीं नी स्थितः सुनः नाम होता सिंग्स्यनाः



इ.य.५इ.दी



र्द्धशःगविःर्द्धःगैःभैरःश्चनःदी

Social and Emotional



Shows affection by hugging, smiling



Imitates what adults do



Washes own hands

Child Development Milestones 24-36 Months

Gross Motor



Jumps over objects



Walks on tiptoe



Throws and kicks ball

Fine Motor



Pours sand from one container to next



Draws a circle



Turns book pages

Language



Points to common objects when named



Asks questions



Names colors





ब्रॅ्स अन्दरक्त मा मी खिन्यर भेषा दी



बेत्युः न्वायःमः मुक्ति। बेत्युः न्वायःमः मुक्ति।



न्वे:वः क्षे:वेश्वःदेः न्वेरःदः व्यःन्रः र्रे:ह्ये:वत्रुश्

श्रेष्ट्रिन्दरश्रेसशः स्ट्रिम्



चित्रकार्य हैं हैंब दी



लार्स्य मालक क्षेत्र स्थापन स्थित हो। सञ्चेत्र हो।



ब्रुंबाबारकातवर्त्ते। ब्रिकाबराची स्यास्ट्रिस्गु :सेतवर्त्ते स्या

ञ्चस ३७ जन्मः ८५ क्षे

নার্বাধান্ট্রী:মনাধাস্ত্রমা



गर्देरावर अर्केरदी



र्वे्यायमें दे दरम्बरदी



मिरश्राता चेड्चा यी. पक्स वियाययर हूरियी

নার্বাশশ্মী নিম:স্ক্রমা



धिःश्चेःग्रीम् ग्रीःश्चेःम्बेर्द्रश्चे।



देवानःष्ट्रीयद्वीःष्ट्रीयनःद्वी मूर्णनःष्ट्रीयनःतपुःसम्प्रमाष्ट्रीमःग्रुचा। सृषः



ধ্বন:ঠ'নদুন:ধী

Cognitive



Knows difference between large and small



Loves to pretend and imitates animals



Grasps categories such as 'chicken', 'dog'

Social and Emotional



Displays affection



Likes to be around others



Helps with small chores

Child Development Milestones

36-48 months

Gross Motor



Jumps forward



Throws and receives ball



Balances with one foot

Fine Motor



धे शे मौन मी खे ने ने देश



स्यानःक्ष्यंत्रस्य स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्म्यः स्वार्मा स्वार्म्यः स्वार्मः स्वार्म्यः स्वार्म्यः स्वार्मः स्वरं स्वरं



ধ্বন'ষ্ঠ'নদন'ৰী

四.對打



कुंब्रस्यस्यम् से त्युः र्सुः न्धन् स्यामहरः क्षेर



ৰ্বশান্ত্ৰ ৰ্ভ্ত শ্বিমশানমানু ৰূপী



र्द्धेशःयादीः ५८:५ द्वीयशः र्द्धः भेशः दी

सर्वे देवा।



चाबु र्टः सूत्र क्टर्क्, क्टेश्न मुनावी रूप र्ह्म त्यवर्ग रही. स्थर सूचा त्यवर्गी कूथ.



रुष्याची नुर्वे शासार्वे नुर्वे दी।



तुरबायद्वेषाचीःद्वेषायद्वेदी

য়য়ৄ৽ৢৼয়য়য়ৼয়ৼ



ला.जी.चोबब.स्टर.चाडुचा.चर.झेर्न्जू.झे.बु.ज्जू. चर्थ्याचर.बु!



ग्र्याय स्थाय स्थाय



रद्धार्म् रद्धद्धाः स्थाः स

ञ्चम ८५ तमा ५० क्यी ल.जी.लय.पश्चीर.ग्री.पश्चीर.प्रभा

নাৰ্বনাথ শ্ৰী:মনাথ স্থানা



मरमायायाद्यायहास्य सक्राम्यादी



वियाः यद्यः देशेः वर्त्तीः दी



क्षे.प्यंचात्रस्य ह्में भरत्ययः क्ष्यं मार्थः यहिन्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स् भरका यहिन्यः स्थान्यः स्थान्य भरका यहिन्यः स्थान्यः स्थान्य

Language



Converses with others; recounts events that happened during day



Remembers songs



Knows shapes and colors

Cognitive



Matches like objects; sorts by color or size



Knows purpose of objects



Asks 'why?' questions

Social and Emotional



Begins to play with other children



Asks for help



Uses toilet independently

Child Development Milestones

48 - 60 months

Gross Motor



Hops on one foot



Walks along a line



Walks up and down the stairs, but brings feet together on each step

बैय:स्रम्भ



૧.ખ.જ્. સૈર્ટન.ચી.ચર્થી.જ્ચી અ.યી



গ্রবান্বন্দেষ্ট্র-ই-র্কুবাঝারী



रस्यो लयाय लहु रह्या थ ही।

四洲打



वर्हेर्यक्रक्रस्ट्रेश्चरही



२०:र्ब्ह्य ग्रीट्याय:मुच:र्ब्ह्याय:दी



वर्रे क्विंग दयाया रेख्ने। या केख्ने। वेरकी र्कु वर्रे दी।

यर्देश्या



રાવાર્ત્યું સુંચાવચાર્ત્યું માનું માનું



वर्षे अह्वाची वे रेअन्तर्भे ही



સદ:શુ:5દ:શુ:એશ:ફો

য়য়ঢ়ৢ৽৸য়য়য়য়য়য়



र्वेज्ञश्रास्त्राक्षार्श्वास्त्रात्रहेदानेर्वेश्यार्वेदार्स्त्रव्याश्री



कर्रेण्यान्यस्यव्यक्तिं में हे से से हो से से



रुषारुवाक्षेक्षें र्रेन्द्रिन्द्रभूराक्चिवार्वराजेषात्री

Fine Motor



Can string objects



Can cut along a line



Washes own hands

Language



Speaks in sentences; uses many words



Counts to ten



Asks 'when', 'how' 'why' questions

Cognitive



Orders objects large to small



Knows first and last



Knows more or less

Social and Emotional



Can dress with little help



Plays cooperatively with peers



Can share and take turns

ञ्चस ५० तमः ११ क्वा अ.जं. तम्

বাইবাঝ'ট্রী'মবাঝ'স্কুমা



र्नेयःगहरःदी



सर्वे सह्य र्स्या री



स्याः सकूरःमियः कुं.वीरशायः द्वेशः व्यीका दी

च|बुव|बाग्री:ब्रैच:सुय।



नु:/नुर्के:वी:धर:दन्नी:र्क्वाक:दी



तन्याची तर् ना इवाया नर्वे र्द्वाया थी



ব্রীবমার্ড্র, বর্রার্থ্যমারী



গ্রীধ্যায়:২০ র্থ্রামীয়াধ্রী



र्क्ष्यानावीःर्ययान्द्रियः इतः श्रीरः सुन्नास्त्रीना सुनाया



*মু*র-বাদ্র-বী

यर्वे देवा



गञ्जन्य गुः सः नशः गुः पदः विवाद्ः श्चनः द्वी



यश रेअ ग्री: में रेअ र्ह् र में र्ह्या शरी



रुषः र्बे्र्स्यः दुरः नृरः वद्योषः र्वो देसः ब्रीयाः दुवाषा दी।

श्रेन्थ्र्रेन्द्रश्रेस्रशः स्ट्रिम्



ज्याबार्युबार्च्यायाद्वराचर्द्रायार्ख्याबाराद्वराया रन्यां ग्री नहीं अर्थेट्न में र्द्याया है।



स्टेर्ज्य मध्य प्रमंत्री



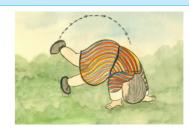
नाब्र स्त्री र्स्नेनाश रक्ष स्था से दारार में त्या सेंद्र दे दिन न्त्र क्ष्यं राष्ट्री

Child Development Milestones 60 - 72 months

Gross Motor



Catches ball



Turns somersault



Can hop and count

Fine Motor



Can draw a girl or boy



Makes figures from clay



Can draw shapes

Language



Counts to 20



Recognizes and names colors



Tells stories

Cognitive



Can say purpose of body parts Understands sequence of events





Can order objects by size

Social and Emotional



Beginning to understand some moral values; good and bad; fairness



Invents games



Dresses and undresses without any help

PEC TOOL E - Use with Sessions 14 and 15

३५'क्रथ'चर्चे'घर्य'ग्री'यय'र्स्ट्रेब्र्। र्ने५'५८'र्ने५'क्रथ'यग'येद'यघ्य'स्ट्रे'र्से'चर्चे'दे



PEC TOOL E – Use with Sessions 14 and 15

Toy making guide Making toys using Cans and Containers

0-1 Year Rattle Mobile Stacking 1-2 Years Putting objects in the containers Filling containers with sand Putting tops on containers 2-4 Years Aiming game Drums Arranging smallest to biggest 4-6 Years Growing plants-smallest to biggest Telephone Aiming game

र्मेण क्रेंबायमाये त्रायम में हेर्बे पर्वे दी

श्रुकार्ज्य ०_१



गर्धनः स्ट्रेन्।



শ্র্রীমার্বরেডকেশাবর্ত্তবাশারী



र्ज्ञेन्य रस्य सेन्यर र्थेन्द्रिके सुरव त्वन्द्री

শ্ভীশর্মণ_2



হ'ক্রম'র্ম্বুর্ম'র্ব্ব'নর্ত্তুনাম'রী



विवार्त्रेवाः क्षेः देः दरः वारु द्वी



ब्रैंश प्रवेब दी

क्रीश.ज्.उ-८



क्षेत्रक्षाणीःसूसायार्वेत्रवर्वे स्रोक्षेत्रवर्वादी



ब्र्रेंशःर्द्युःग्रुरशायःचमुनःश्रेन्त्रेन्त्रेन्त्री



र्बेुअ'यम'येद'यबन'ब्रेडिक्य'न्दी'न'से दी

∰#.4.£_@



ब्रिस मर्जे दी।



नर्जे र्जुन्य र्रायद्येय हे वेग त्रवेद दी



হত্তক স্থূৰ্ম ব্ৰহন্ত্ৰ্বাপ ট ট্ৰুন্ৰ্হন্ন স্থানী ছেন্। ধ্ৰমন্ত্ৰাৰী

Making toys using Cardboard

0-1 Year



Hide and seek



Putting objects in the box



Practice sitting without support

1-2 Years



Putting objects into box



Opening and closing top



Pulling a box

2-4 Years



Playing with toy cars



Counting while stacking boxes



Use boxes to sort objects

4-6 Years



Making houses



Tracing shapes



Putting objects into boxes to compare weight and sound

到了了

श्रुवार्या ०_१



*ব্যুদকে*শ/ধন্মন্ত্ৰন্ত্ৰী:স্ট্ৰণ্ডকশ্য



क्षेत्र्वे वी खार्चे।



श्रुद्ध वी शु वेद हेद दी

श्रुकार्या ७-२



र्कः वाहर् दे र्रः वर्गेवा देते हुस्य त्यर्व देश



र्ट्रस्तरात्मास्त्रम्यकुरी



म्याया स्थानियात्रे स्थानियात्रे स्थानियात्रे स्थानियात्रे स्थानियात्रे स्थानियात्रे स्थानियात्रे स्थानियात्रे

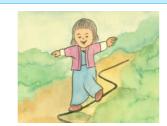
श्चेशक्.उ⁻**∈**



धराष्ट्रसामर्भेराने सुन्धान्यी दी

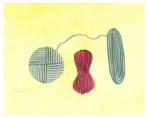


કુંમ.ર્ટા.કી.જી.શું.સી.ટન.અ^{કી}.શું



र्चेव्यवारम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्भात्रम्

श्चेशक्रांट_७



सुर्यं मी मु में रामर्के दी



शे हें या यी निया क्री राय के दी।



वया:अर्क्टर:यमुप:दी

Making toys using yarn, strings and ropes

0-1 Year



Mobile



Dolls



Play with yarn ball

1-2 Years



Practicing aiming and throwing



Stringing yarn through holes



Walking along a string or yarn with support

3-4 Years



Stringing a yarn around a frame



Stringing beads



Walking along a string or yarn without support

4-6 Years



Making yarn balls



Making garlands



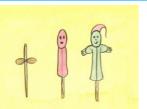
Skipping with rope

तामरक्षायेत्रात्वयाक्षे सेन् वीपर्वे वी

श्रुकार्या-०_१



न्ध्र-क्रम्भ्र-चहुचःस्त्रेत्ःस्रेन्-क्रम्



क्रेन्बॅंगी'ल'र्यो







ञ्चदि:हेर्:कश





तायरसःम्आत्य उत्राही



र्नेट्रॉप्ट्रप्यदेश्चरक्षात्र्राव्यायस्यावक्षुःत्री





तायरसःग्रीशःचुंशःगुःगःशर्वेःवद्येःदी





श्रुकार्ग्य-२-८



तत्रम्भःमी ह नर्जे हे से र दी



ब्रे.ग्रेचाःस्र्रेंबाबराष्ट्रेग्वायःस्यानर्थ्यवायःस्री



श.षर.तर्रायही.धी



Pretend play with stick horse



Put stick through hollow objects

Making toys using sticks

Dolls

Putting matchsticks into box

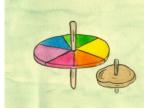


Scribbling on sand with sticks

Rattle

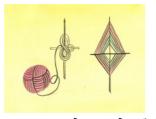
Drawing on the ground

श्चेशक्राट्-(८



नश्चिरःनहुनःमत्तेःसेर्क्षःसेर्ते।



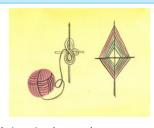


त्रायरसः त्यमाः येत्रः त्रव्यनः श्रेः येमाः मञ्जाने विष्यः मञ्जाने विष्यः प्रमाने विष्यः विषयः वि

Spinning a top



Designing letters with sticks



Make design using yarn and stick

0-1 Year

1-2 Years

2-4 Years

4-6 Years

Mobile

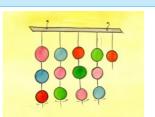
Stepping over a stick

र्मिनागुः धनाये वात्र विषयः हो से देवी

শ্বীকার্য্য-০_১



न्ध्ररःकषा/श्रुरःचतुनःशःश्रेन्रकषा



क्रूब.ख.कब.क्री.स्चा.गी.रश्चर.ब्री



र्नेनागा नर्नेना के नर्जे इसासाय माने के न्धरही

ষ্ট্রীশর্মণ_2



र्वेनागुःक्षेत्रनेत्रःतुमानक्षेत्री

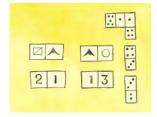


क्रुरःवर्षेत्रः सेर्द्रश्



सम्। वर्षेस हेर्से दुः तुस माद्रेस से द्रेश मङ्ग्रीम दी

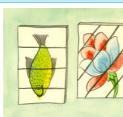
श्रुेशर्भ.उ⁻∈



सञ्जन श्रीया यी से दर्शी

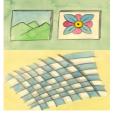


र्वेनागुःनीःहुरःनाधनःनर्वेदी

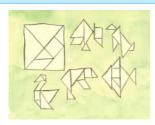


मनुः त्र्वेभः हेन् र्से : इ. इ.स. चलि : न्यः १ : त्यन् पे न्से : मङ्ग्रीयाः ही

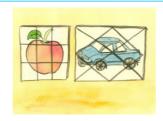
श्रुकार्ज्यः=_८



र्भेना'गु'नी'नर्बे नर्गेन्स'नर्द्ध'नर्बेदी



र्भेग गा मी नर्जे इसास तर्म नर्जे ही



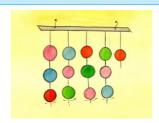
सन्। तर्वस क्षेत्र से द्वार प्रमान्त्र वा प्रमान की । सन्। त्वर्म सम्बद्धियाः

Making toys using paper

0-1 Year



Mobile



Colored paper(mobile)



Paper cut out of different images

1-2 Years



Tearing paper into pieces

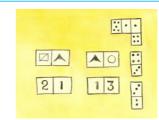


Playing with wind fan



Playing with two-piece puzzle

2-4 Years



Dominoes

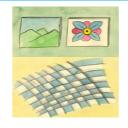


Making paper fan

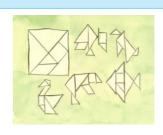


Playing with four to five-piece puzzle

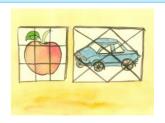
4-6 Years



Making designs with paper



Forming figures with paper



Playing with six to nine-piece puzzle

क़ॗᠬᡅॱऒ॔ॸॺॱॺॱॺढ़ॎ॓ॱऒॗ॔ॸॱॺऻॿॻॱय़॓ॺॱऒ॔ढ़ॱग़ॻऻॱॸ॓ॸ

सेन्'क्य'नर्जे'देते'यय'र्स्ट्रेद्

ধপ্ম.ধী.ইথ.এশ্বীদা

- अर्थिः ईंखुः रुक्तअण्णैः तान्दरः श्चे क्रिंवा ईं तिवा तो व्येंद्र शे ईंडिन्कअलवन नुवेद दे शे वेंदर्।
- दः भूगमः तेतः १८:विरायः संगमः प्रमायसं नर्वे नाते हेन्रक्या ग्री सुर्र्भाते नाते प्रमासे हुं सुरानमान देश्लिम प्रमान निर्मा
- टः र्कृत्कराण्ची त्यत्र क्रिं हुं हुं श्रुप्त हुप्त हो हुं देश त्यत्र विश्व क्षा वर्षे देश हित्र का हुं वर्षे वर्
- भः ला.सं.चीयन्त्रत्यक्त्यां ह्यं वायद्वायां श्रीत्रत्वी। ला.सं.ह्यं वीयन्त्रत्यां ह्यः वीयन्त्रत्यां ह्यः वीयन्त्रत्यां ह्यः वीयन्त्रत्यां ह्यः वीयन्त्रत्यां ह्यः विष्याच्याः विष्याः विषयः विष्याः विष्यः विषयः विष्यः विष
- ७. प्यच.कुर्जुस्तरस् स्थानुर्युः क्षेत्रम् स्थान्त्र स्थान्त्रम् स्थान्त्रम् स्थान्त्रम् स्थाः स्थान्त्रम् स्थान्त्रम्

NATIONAL PARENTING EDUCATION MANUAL

Toy Guide

Note to Parents

- 1. Avoid giving sharp or pointed objects as toys.
- 2. Supervise children when they play with matchsticks, ropes, strings, knives, scissors, beads, etc.
- 3. Smooth out rough edges of toys made from tins, wood, etc.
- 4. Close tops with glue; cut containers and wash well.
- 5. Guard against infants putting small objects in mouth. To prevent children from swallowing the objects make sure they are big enough.
- 6. Most importantly, do not leave the child unattended during play. Parents'/Caregiver' participation in the child's play is crucial.

त्रच्याः मुलावन दन्द्रन्त्र्यायाः भीत्रे विष्या । विष्या विष्या विष्या विष्या विष्या विष्या विष्या विष्या विषय

सर्वे नशस नहरा

षात्यनेषीयाष्प्रात्तुं वाह्यवायात्यययः श्चीदश्चीदार्द्रत्यवायार्धेन्यान्वायः केवान्तरेश्चेतः स्वीतः स



करत्रश्चरचा खुनुस्रेन्।





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मुनःश्रेन्द्र्यः सुनः लुःचः वर्षः पुना वर्षः श्लेनः वित्रः स्वानः वर्षः स्वानः स्वान



षाःसुःकम्बानः हेः व्यान्



ला.जी.सॅरस.री.भेरभ.रेर.जचत.सॅर.भ.क्येजना.सॅ.



र्दे! बस: ५७४ तु: हुं क्वें क्षुन: नडुन: दें शे र्वेर।



<u>কব'বাঝহ''বদুবাঝ'ঝ'বশাঝ'র ফুর্রের 'র'জ'ঝু'রুহ'</u>





यस मीब छा तु तु र्सू म्ह्री माने साम ही द द्र्यी।



PEC Tool F: Bhutanese Traditional Child Rearing Practices

Think about:

Which ones make children healthy and strong; happy and smart; safe and protected? Which practice harms the child? How? Which practice can be modified so that they promote child wellbeing?



It is ok to drink alcohol



Do heavy manual work for strong baby and easy delivery



Perform puja to ward off evils spirits before labor



Visit sacred places to get blessing for desired gender of baby



Dried meat and soup should be the main nutrition.



Pregnancy



Swaddle new born babies tightly so hands and legs cannot move



Children not allowed to talk while eating.



Spank the child to teach toileting



Feed baby water from the bath-



Parent should chew the baby's food then give to baby.

Birth to 3 years



खासुःर्स्तुः वन्वासेन्यवन्यव्यवासः न्यारायुद्धः स्ट



क्षेद्र। क्षेद्र। क्षेद्र।



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म्.ए.जब.र.क्यी



Children are left unattended and they mostly watch cartoons.



Tell folk stories to children after dinner near the fireplace.



Take children to religious festivals and ceremonies to receive blessings



Parents do not observe play or playing with children seen as waste of time



Children not allowed to take part in family discussions or decisions

3 to 6 years



Girls are made to care for younger siblings



Should help with chores such as fetching firewood, washing utensils.



Boys are made to guard fields from monkeys.



Children are taught to be quiet when adults speak



This is the proper age to scold and beat the child

6 to 8 years

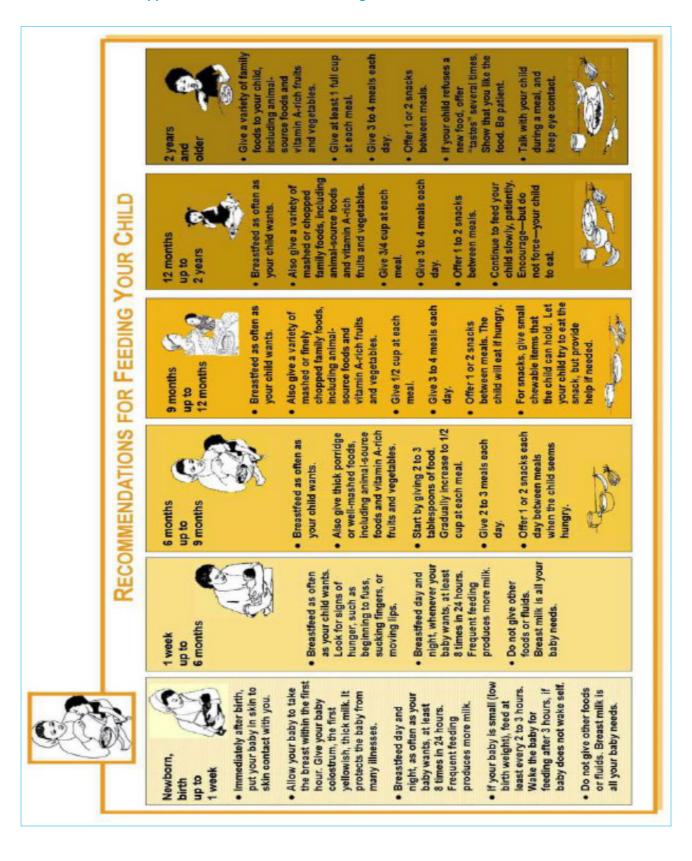
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PEC Tool G: Template for Designing Parenting Sessions

Session:	
Title:	
Purpose:	
Take Away	Message:
Time:	
Getting Re	ady:
Minutes	Activity:
	 Welcome- Parent facilitator follows Session Routine steps #1& 2 This includes greeting participants by name; identification of absentees; recognizes and thanks Volunteer Parent Leader who will assist with a demonstration.
	2. Homework Review – Session Routine Step 3
	3. Introduce Topic
	4. Group Work
	5. Plenary: Follow method stated in session routine #6
	6. Reflection /Discussion
	7. Additional New knowledge
	8. Model New Practice
	9. Homework:
	10. Select Volunteer Parent Leader. See session routine #9.
	11. Parents depart and facilitators consolidate notes.
	12. See next session for content to discuss at home visit.
Discussion	guideline
Ideas for R	Reflection and Action
Resources	Materials For This Session

Background Information Sheets for Conducting Sessions 1-17

Appendix 1 – Nutrition and Feeding Practices -Use for Session 1



Brief Information on Infant and Young Child Feeding

Why is Breast feeding important?

Breastfeeding is an unequalled way of providing ideal food for the healthy growth and development infants. Infants should be exclusively breastfed for the first six months of life to achieve optimal growth, development and health.

Exclusive Breastfeeding for first six months: Feeding only breast milk, and no other liquids or solids, not even water. Drops of syrups consisting of vitamins, mineral supplements or medicine (including ORS) are permitted.

Advantages of breastfeeding:

Breast Milk

- Perfect nutrients
- Easily digested; efficiently used
- Protects against infection

Breastfeeding

- Helps bonding and development
- Helps delay a new pregnancy
- Protects mothers' health
- Cost less than artificial feeding

Why human milk is the best for infants?

In addition to the advantages of breast milk mentioned above, human milk also contains essential fatty acids that re needed for a baby's growing brain. These fatty acids are not present in animal milk.

Animal milk contains more protein than human milk. It is difficult for a baby's immature kidneys to excrete the extra waste from the protein in animal milks.

Formula milks are made from a variety of products, including animal milks, soybean, and vegetable oils. Formula milks they do not contain the right amount of fat, energy, protein, minerals and vitamins for a growing baby.

Disadvantage of artificial feeding:

- Interferes with bonding
- More diarrhoea and persistent diarrhoea
- More frequent respiratory infections
- Malnutrition; Vitamin A deficiency
- More allergy and milk intolerance
- Increased risk of some chronic diseases
- Obesity
- Lower scores on intelligence tests
- Mother may become pregnant sooner
- Increased risk of anaemia, ovarian cancer, and breast cancer in mother

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Complementary feeding:

For the first six months of life, breast milk can provide all the nutrients and water that a baby needs. After six months of age, breast milk is no longer sufficient by itself and babies need additional foods called Complementary foods. However, breastfeeding should still continue for up to two years and beyond.

Complementary foods should be"

Timely- At six months, when need for energy and nutrients exceeds what can be provided by breast milk only.

Adequate-should provide sufficient energy, protein and micronutrients.

Safe- hygienically prepared, stored and fed with clean hands or spoons. Bottles should not be used to feed babies.

Reliable Signs of not getting enough milk

- Small amount of urine-less than six time per day
- Not gaining enough weight

Possible signs of not getting enough milk

- Baby not satisfied after breastfeeds
- Baby cries often
- Very frequent breastfeeds
- Very long breastfeeds
- Baby refused to breastfeed
- Baby has hard, dry, or green stools
- Baby has infrequent small stools
- No milk comes out when mother expresses
- Breasts did not enlarge (during pregnancy)
- Milk did not 'come in' (after delivery)

Risk to starting complementary foods too early

Adding complementary foods too soon (before six months) may;

- take the place of breast milk, making it difficult to meet the child's nutritional needs
- result in a diet that is low in nutrients if thin, watery soups and porridges are used because there are easy for babies to eat
- increase the risk of illness because less of the protective factors in breast milk are consumed
- increase the risk of diarrhoea because the complementary foods may not be as clean or as easy to digest as breast milk
- increase the risk of wheezing and other allergic conditions because the baby cannot yet digest and absorb non-human protein well
- increase the mother's risk of another pregnancy if breastfeeding is less frequent

Risk to starting complementary foods too early

Starting complementary foods too late is also a risk because:

- the child does not receive the extra food required to meet his/her growing needs
- the child grows and develops slower
- might not receive the nutrients to avoid malnutrition and deficiencies such as anaemia from lack of iron

Hygienic preparation of feeds and food demonstration

Requirement for clean and safe feeding

After six months of age all children require complementary feeds. Clean, safe preparation and feeding of complementary foods are essential to reduce the risk of contamination and the illnesses that it causes.

The main points to remember for clean and safe preparation of feeds are:

- Clean hands
- Clean utensils
- Safe water and food
- Safe storage

Safe water and food

- Treat water for drinking and baby's feeds
- Keep water in clear covered container
- Boil milk before use
- Give freshly prepared complementary foods

Safe storage

- Keep foods in tightly covered containers
- Store foods dry if possible (eg. milk powder, sugar)
- Use milk within one day if refrigerated
- Use prepared feeds within one hour



If there is need to store foods, the mother or caregivers should follow simple rules to ensure hygienic conditions of the food.

Disadvantages of feeding bottles



Bottles and teats are more difficult to clean than cups and you should discourage their use.

Caring for your newborn baby

Newborn care:

- 1. Exclusively breastfeed your baby. Do not give your baby anything else.
- 2. Keep your baby warm. Wrap your baby in dry blankets and cover the head.
- 3. Keep the cord clean and dry.
- 4. Your baby should be given bath only after 2-3 days

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Danger Signs:

Seek immediate medical care for your baby for any of the following:

- 1. Lethargy, weakness, or difficulty waking up
- 2. Not feeding well, especially if your baby has been previously feeding well
- 3. Yellow-colored skin, especially if on the palms or soles
- 4. Difficult for fast breathing, or lips becoming blue
- 5. Baby feels hot or cold to touch
- 6. Convulsions or fits
- 7. Any pus from the umbilicus or eyes



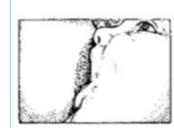
BREAST FEEDING TIPS

4 signs of good positioning for successful breastfeeding.

- · Baby's neck and body are
- Baby's body is turned towards mother
- Baby's body is close to mother
- Baby's whole body is supported



Poor positioning of baby



Good attachment

4 signs of good attachment for successful breastfeeding.

- Chin touches the breast
- Mouth is wide open
- Lower lip is curled downward
- More areola is visible above the baby's mouth than below



Poor attachment

HEALTH AND NUTRITION BACKGROUND INFORMATION SHEET¹

Stunting & Malnutrition

Acute malnutrition (or wasting) is caused by inadequate food intake and/or disease and can develop within a short period of time (within days or weeks depending on the food intake and disease). In the more advanced stages (severe acute malnutrition), the child is at high risk of mortality.

Chronic malnutrition develops over a long period of time (months and years) and manifests itself in growth failure or stunting of the child. Chronic malnutrition is the result of long-term inadequate food intake and ill health of the child in the past starting from intra-uterine events until present. Chronic malnutrition does not increase the risk of mortality but significantly diminishes the child's overall body development in terms of physical and mental capacity when they become adults.

There are proven interventions to reduce stunting and micronutrients deficiencies. Breastfeeding counseling, vitamin A supplementation and zinc fortification have the greatest benefits. Because stunting is especially difficult to reverse after 36 months of age, we need to focus on interventions in pregnancy and in young children.

There is sufficient evidence that the following interventions affect maternal and child nutrition:

Maternal and birth outcomes are improved by:

- Iron supplements (reduce risk of anemia and reduces maternal death by 23%
- Salt iodization
- Protein & Vitamin supplements micro-nutrients and calcium reduce risks for small baby
- De-worming reduces anemia
- Malaria preventive treatments during third trimester and at delivery
- Use of insecticide treated bed nets 23% reduction of delivering a baby with low birth weight

Newborn babies

- Exclusive breast feeding reduces mortality
- Vitamin A supplements showed 20% mortality reductions in babies younger than 6 months

Infants and children

- Zinc supplements reduce episodes of diarrhea and lower respiratory tract infections
- Vitamin A supplements reduce mortality in children 6-59 months by 25%
- Universal salt iodization
- Hand washing, water quality treatment, sanitation and hygiene education: Several studies suggest
 that a combination of these hygiene and sanitation measures decreases the number of diarrhea
 and dysentery episodes in children under 5
- De-worming: Several studies suggest minor increases of weight and height for multiple doses
- Untargeted iron supplementation should not be given in malaria endemic zones.
- Cash transfers combined with nutritional education and micronutrient-fortified food supplements resulted in an extra 1cm increase in height, which translated into 10% reduction in the prevalence of stunting in children aged 12-36 months.
- Interventions to diversify diets by home gardening and small animal production are potentially promising and culturally relevant but need more study.

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Brain Food for Toddlers & Children

- Morning meal in form of a full, wholesome breakfast is very vital for growing children and considered the most important meal of child's day for health and brain. Consumption of breakfast is one of the most important eating habits that every child should adapt before going to school.
- Young toddlers and young school going children must eat nutritionally rich and well-balanced meals and snacks to boost their brain development and assist normal growth of body organs. Here are some of the most famous and well recognized and super charged brain foods for children:
 - Brain boosting anti-oxidant rich foods from fruits and vegetables to reduce risk of cognitive impairment. The best antioxidant fruits and vegetables are strawberries, spinach, raspberries, broccoli, avocados, oranges, carrots and red peppers. Include ample amounts of fresh, green vegetables as well as a number of fresh fruits as items of menu.
 - Nuts such as cashew nuts, beans and legumes are quite rich in anti-oxidants, while citrus fruits contain large amounts of Vitamin C that is helpful in providing your child's body a very good source of energy and anti-oxidants.
 - Dietary fat is linked to brain development and ability to think, store and retrieve memories.
 Get this from cold water fish, for example tuna, soya oil, corn oil, eggs, avocado, dry fruits and seeds.
 - Whole grains containing Vitamin B are Memory power boosters. Also provides dietary fibers and continuous supply of energy. Oatmeal is perhaps one of the best-known breakfast cereals. Oatmeal contains plenty of fiber, high quality protein and carbohydrates and number of useful vitamins and minerals. Utilize brown (whole grain) rice, which is very rich in fibers instead of white rice.
 - Protein rich diet enriches brain messengers in transporting signals from brain cells to different parts of the body. Biologically available proteins are largely found in fish, scrimps, dairy products, eggs, oats, poultry and turkey and enhances mood, increases mental alertness and maintain memory power.
 - o Iron and zinc rich food items are essential in your child's daily diet because of their essential and mandatory nature in providing blood hemoglobin enhancing abilities which allows maximum absorption of fresh oxygen into the body and help reduce fatigue and weakness. They also optimize nutrient absorption into the blood stream. Lean meat, poultry, spinach, green beans, dried fruits and whole grains are very rich in iron and zinc minerals.
 - Calcium and Sodium are required for normal growth of bones and cartilages. Children need
 1300 mg of calcium for bone marrow and cartilage. Milk is good source.
 - o lodine The effect of low iodine intake on the production of thyroid hormone has a direct impact on brain function and development. Low iodine levels affect fetal development and children the most. Iodine deficiency causing low thyroid hormone levels is the principal factor responsible for damaging the developing brain and affecting brain function in fetal development and childhood. The most critical period for iodine deficiency damage is from the second trimester of pregnancy to the third year after birth. In order to overcome this major health problem countries have started iodized salt programs or introduced iodized salt in bread.
 - Water is the liquid of life -Given that your brain is about 80% water, the first rule of brain nutrition is adequate water to hydrate your brain. Even slight dehydration can raise stress hormones, which can damage your brain over time. Drinking water is a very good habit and it can help retain concentration levels in the classroom. It will also assist in enhancing focus and motivation levels. Hydration will also reduce fatigue and weakness. Green tea is also good for brain function as it contains chemicals that enhance mental relaxation and alertness.

¹ Produced by Marleen De Tavernier, Save the Children, Tanzania, April 2009

BEST FOODS FOR BRAIN DEVELOPMENT & HEALTH At-A-Glance			
 Fish, Poultry, Meat, Eggs, Dairy products (yogurt and milk), Beans (especially lentils), Nuts and seeds 	 Berries Oranges, lemon, limes, grapefruit, pommela, avocado Papaya, mango, peaches, plums Broccoli & cauliflower Whole wheat flour and whole grain rice Red or yellow peppers Pumpkin Spinach Tomatoes Sweet Potatoes (orange) Beans 		
FatsAvocadoNuts & nut butter	 Water Green or Black Tea		

References:

- 1. The Lancet, Neonatal survival series, March 2005
- 2. The Lancet, Maternal and child nutrition series, February 2008
- 3. Loh, Andrew; Top Brain Foods for Your Child; 200

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Recommendations for Feeding Your Child²

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Newborn – 1 week	1 week – 6 months	6-9 Months	9-12 months	12 months – 2 years	2 years and older
Immediately after	Breastfeed as often as	Breastfeed as often as	Breastfeed as often as child	Breastfeed as often as your	Give a variety of family foods
birth place baby in skin	child wants. Look for	your baby needs.	wants	child wants	to your child including animal
to skin contact with	signs of hungers such				source protein and Vitamin A
mother	as beginning to fuss,				rich fruits and vegetables
	suck fingers or move				
	lips.				
Allow baby to take beast	Breastfeed day and	Also give porridge or	Also give variety of mashed	Also give variety of mashed	Give at least one-cup food at
within first hour. Give	night as baby wants,	well-mashed foods	and finely chopped foods	and finely chopped foods	each meal.
baby colustrum, the first	at least 8 times in 24	including animal source	including animal source	including animal source	
yellowish thick milk.	hours.	proteins and Vitamin	protein and vitamin a rich	protein and vitamin A rich	
It protects baby from		A rich fruits and	fruits and vegetables [See	fruits and vegetables [See	
many illnesses.		vegetables [See below.]	below]	below]	
Breastfeed night and	Do not give other foods	Start with 2-3	Give half cup at each meal	Give % cup at each meal	Give 3- 4 meals each day
day as baby wants at	or fluids. These can	tablespoons and			
least 8 times in 24 hours	harm baby. Breast milk	gradually increase to ½			
	is all baby needs.	cup at each meal			
If baby is small (low		In addition to breast milk	Give 3-4 meals per day.	Give 3-4 meals per day.	Also give 1 or 2 snacks
birth weight) feed every		give 2-3 meals per day.			between meals.
2-3 hours. Wake baby					
for feeding after 3 hours					
Do not give other foods		Offer one or two snacks	Also give 1 or 2 snacks	Also give 1 or 2 snacks	If your child refuses new
or fluids. Breast milk is		per day when child feels	between meals. Child will eat	between meals. Child will eat	foods offer tastes several
all baby needs.		hungry.	if hungry	if hungry	times. Show that you like the
					food. Be patient.
			For snacks provide food that	Continue to feed child	Talk with your child during a
			baby can pick up and hold but	patiently. Encourage but do	meal and keep eye contact.
			provide help if needed	not force child to eat.	
Sources of Vitamin-A rich	fruits and vegetables: pum	npkin, carrots, sweet potato	es (orange variety), dark leafy g	Sources of Vitamin-A rich fruits and vegetables: pumpkin, carrots, sweet potatoes (orange variety), dark leafy greens like spinach, papaya, mangos, green peas.	gos, green peas.

Across all ages: Make mealtime a pleasant experience. Interact with child in warm; patient manner and child will consume more food. Stress causes children to lose appetite and refuse food. Feed children in own bowl to know how much food child is actually eating. When children reach two years they begin to express their independence and may refuse food. Self-feeding makes mealtime more interesting to the child and sense they are in charge of the eating, they are less apt to refuse.

Chart Produced by UNICEF; Suggestions for Vitamin-A Rich foods and feeding

Appendix 2 – Hygiene Practices

Use hand washing and sanitation charts

Appendix 3 –Use with Session 3

Picture Symbols

Show drawing of light bulb or candle (represent taking care of child's mind /thinking)

Show drawing of stick figures of hands and feet (represent taking care of body)

Show drawing of 2 faces looking at each other and smiling; may include a heart joining the two (represent taking care of feelings, promoting affection and love)

Show drawing of Two Faces Talking and Listening (To represent Talking and Listening)

Appendix 4– Use for Session 4

Puzzle Template

Drawing of simple shape that looks like a child/do not show features such as eyes or face/ to fill A-4 paper. Facilitator will produce 4 copies and cut into 4 pieces

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Appendix 5 – Use for Session 5

Keeping Children Safe from Accidents

Types of accidents (birth to 8 years)	Current practices to prevent them	Anything new you can do?

Supplementary information:

Preventing accidents: Many children get hurt and die during accidents, while others may end up having life-long disabilities. This is because children do not understand the risk of accident. It is the responsibility of parents/caregivers to protect young children from dangers and injuries as most of them are preventable. The common accidents among young children are:

- Burns and scalds
- Falls
- Drowning
- Poisoning
- Road accidents
- Electric shocks
- Injuries by sharp or blunt objects

What can the parents/caregivers do to prevent above accidents?

- Supervise young children all the time, never leave them unattended.
- Keep insecticides, detergents, kerosene, medicines or any chemical out of reach of children.
- Make cooking places safe by ensuring that children cannot reach the pots on the stove.
- Keep sharp and pointing objects such as knives, scissors etc. out of children's reach.
- Cover all exposed electrical wire and sockets covered especially if you have children younger than two years.
- Keep children away from harmful animals or supervise children at all times when they are with animals. Even a normal, friendly dog can be dangerous.

Appendix 6-A - Use with Session 6

Child Protection: Child Abuse

Types of abuse & violence	Current practices to prevent them	Anything new you can do?

Protecting children from abuse and violence: Abuse is ill-treatment of children. It can be in the form of physical (anything that causes pain and injury such as hitting, kicking, burning, pulling and pushing, emotional(neglected, constantly criticized, exposure to constant domestic violence, verbal abuse, such as calling names) or sexual (improper touching and any sexual act) abuse.

What can parents/caregivers do to protect children from abuse?

- Use non-violent punishments and methods to discipline children
- Focus on children's good behaviour and give them a lot of praise when they behave well. Ignore their negative behaviours
- Have clear rules for children and enforce them consistently.
- Be watchful of young children and protect them from anyone who could potentially harm them.
- Never leave young children in the care of stranger or someone you do not trust.
- Try to stop domestic violence by discussing the situation with people involved in it and explaining how this affects (children constantly live in fear which affects their eating, sleeping habits and cause lot of health and emotional problems) the children's healthy development.

Signs that a child may be in need of protection³

Remember, these are only possible signs of abuse or neglect. The presence of these signs does not necessarily mean abuse and neglect has been or is occurring. So needs to really observe the child and look for other signs and in addition ask other people on the family history etc. So please be careful in coming to a conclusion

Possible signs of neglect

Signs in children

- Low weight for age and/or failure to thrive and develop.
- Always hungry.
- Untreated physical problems eg sores, serious nappy rash and urine scalds, significant dental decay.
- Tired and listless.
- Poor standards of hygiene eg. child consistently unwashed.
- Poor complexion and hair texture.
- Child not adequately supervised for their age.
- Scavenging or stealing food and focus on basic survival.
- Extended stays at school, public places, other homes.
- Longs for or indiscriminately seeks adult affection.
- Rocking, sucking, head-banging.
- Poor school attendance.
- Using alcohol and drugs.

3 Extracted from Lukautim Pikinini Operational Manual. 2010, Government of Papua New Guinea.

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Signs in parents or caregivers

- Unable or unwilling to provide adequate food, shelter, clothing, medical attention, safe home conditions.
- Leaving the child without appropriate supervision.
- Abandons the child.
- Withholding physical contact or stimulation for prolonged periods.
- Unable or unwilling to provide psychological nurturing.
- Has limited understanding of the child's needs.
- Has unrealistic expectations of the child.
- Is isolated from relatives, clan, friends.
- Often can't be found.
- Uses alcohol and drugs.
- Continually feels nothing will change.

Possible signs of physical abuse

Signs in children

- Bruising to face, head or neck, other bruising and marks which may show the shape of the object that caused it e.g. belt buckle, hand print.
- Cuts and welts (raised areas of skin).
- Drowsiness, vomiting, fits or pooling of blood in the eyes, which may suggest head injury.
- · Adult bite marks and scratches.
- Fractures of bones, especially in children under three years old.
- Dislocations, sprains, twisting of limbs, digits, bones.
- Burns and scalds (including cigarette burns).
- Multiple injuries or bruises.
- Wearing clothes that can hide injuries.
- Explanation of injury offered by the child is not consistent with the injury.
- Abdominal pain caused by ruptured internal organs, without a history of major trauma.
- Swallowing of poisonous substances, alcohol or other harmful drugs.
- Wary of adult contact but also often looks for affection from adults.
- Random displays of anger and aggression.
- Worries when other children cry.

Signs in parents and caregivers

- Frequent visits with their child or children to health or other services with unexplained or suspicious injuries, swallowing of non-food substances or with internal complaints.
- May not take child to the same doctor or hospital for different injuries.
- Explanation of injury offered by the parent is not consistent with the injury.
- Family history of violence.
- History of their own maltreatment as a child.
- Parent fears they may injure child.
- Uses excessive discipline.
- · Appears unconcerned about the child's well-being.
- Is easily overwhelmed by the needs of the child.
- Often disciplines the child harshly.
- Often has poor self-esteem and/or self-control.
- Continually talks negatively about the child.

Possible signs of sexual abuse

Signs in children

- Bruising or bleeding in the genital area.
- Sexually transmitted diseases, including HIV.
- Bruising to breasts, buttocks, lower abdomen or thighs.
- Child or child's friend telling someone about it, directly or indirectly.
- Describing sexual acts.
- Sexual knowledge or behaviour inappropriate for the child's age.
- Going to bed fully clothed.
- Regressive behaviour e.g. sudden return to bed-wetting or soiling.
- Self-destructive and risky taking behavioureg, drug dependency, suicide attempts, self-mutilation
- Child being in contact with a known or suspected pedophile.
- Anorexia or over-eating.
- Adolescent pregnancy.
- Unexplained accumulation of money and gifts.
- Persistent running away from home.
- Inability to trust.
- Reluctant to play with other children of the same age.
- Speech disorders.
- Sleep disorders.
- Has low self-esteem.
- Has difficulty in forming positive relationships.

Signs in parents or caregivers

- Exposing a child to prostitution or pornography or using a child for pornographic purposes.
- Intentional exposure of a child to sexual behaviour of others.
- · Previous conviction or suspicion of child sexual abuse.
- · Coercing a child to engage in sexual behaviour with other children.
- Verbal threats of sexual abuse.
- Denial of adolescent's pregnancy by family.

Possible signs of psychological abuse

Signs in children

- Constant feelings of worthlessness about life and themselves.
- Unable to value others.
- Lack of trust in people.
- Lack of people skills necessary for daily functioning.
- Extreme attention-seeking behaviour.
- Is obsessively eager to please or obey adults.
- Takes extreme risks, is markedly disruptive, bullying or aggressive.
- Is highly self-critical, depressed or anxious.
- Suicide threats or attempts.
- Persistent running away from home.

Signs in parents or caregivers

- Constant criticism, belittling, teasing of a child, or ignoring or withholding praise and attention.
- Excessive or unreasonable demands.
- Persistent hostility and severe verbal abuse, rejection and blaming.
- Belief that a particular child is bad or 'evil'.
- Using inappropriate physical or social isolation as punishment.
- Domestic violence.

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Appendix 6-B- Use with Session 6

Helping Parents Use Positive Discipline

Discipline is one of the most common and persistent concerns of parents and teachers. Some of these concerns stem from the association of discipline with punishment. Discipline is generally thought of in negative terms. To many parents, the words discipline and punishment are the same. As indicated in the table below, these terms mean very different things.

Discipline		Punishment	
1.	Emphasize what child should do	1. Emphasize what child should not do	
2.	An ongoing process	2. One-time occurrence	
3.	Sets an example to follow	3. Insists on obedience	
4.	Leads to self-control	4. Undermines independence	
5.	Helps children change	5. Is an adult release	
6.	Is positive	6. Is negative	
7.	Accepts child's self-assertion	7. Makes children behave	
8.	Foster's child's ability to think	8. Thinks for the child	
9.	Enhances self esteem	9. Defeats self-esteem – humiliates and belittles	
10. Shapes positive behavior		10. Condemns misbehavior	

Discipline is guiding and directing children toward acceptable behaviour. Adults help children learn appropriate behaviour by setting good examples. This includes everything a parent does in an attempt to influence the child. Discipline is something you do with a child. It is an interaction, not something you do to children. In a caring and understanding way, the effective caregiver helps children gain control over their own behaviour. To accomplish this, parents need to maintain that delicate balance between children's attempt to be independent and their need for outer controls.

Children are robbed of their self-respect when they are treated harshly and made to feel they have no ability to control themselves. Shame, disgrace and embarrassment have no part in good disciplinary practices. Discipline helps children achieve self-discipline. This happens only if parents lead in ways that support children's developing ability to control themselves. Caregivers who are sensitive to this will decrease the amount of control they exercise. By gradually handing over to children the opportunity to govern their own actions, parents communicate trust. With growing responsibility and trust comes an added dimension of self-respect and self-confidence. Such children feel capable and worthwhile.

Along with self-respect, the child must taste the freedom that comes with a lessening of parental controls. Children do not learn to handle freedom by being told what to do all the time. Only when they have an opportunity to test themselves, make some decisions on their own, will they realize their capabilities. Young children must learn this in safe places, with adults who allow them as much freedom as they can responsibly handle.

Parenting tips for setting limits

- 1. Make sure that the limit is appropriate to the situation.
- 2. Fit the limits to the individual child's age, personality and skills.
- 3. See that all caregivers consistently apply limits.
- 4. Reinforce the same rules consistently
- 5. Follow through, support words with actions
- 6. Use simple statements, be clear and state limits positively
- 7. Respect the child's feelings and acknowledge them when you can.
- 8. Act with authority. Be confident and sure of your purpose.
- 9. Be ready to deal with the consequences. Do not avoid the situation or give in if your child screams, cries or threatens.
- 10. Let child help in defining limits.

Discipline: Things to keep in Mind

- Pause before reacting and "cool off".
- Direct child's activities but don't be too bossy
- Give reasons when you ask your child to do something. Say for example,
- "Please move youryour toy so it won't get stepped on." "Not move it because I said so."
- Listen to your child to find out how s/he feels and whether she needs special support
- Show love and respect when you are angry with your child.
- Criticize your child's behaviour but not the child. Say for example, I love you, but it is not ok for you to do..... I get angry when you do that.
- Help your child make choices and work out problems. You might ask your child what we can do to....
- Be positive and encouraging. Praise your child for a job well done. Smiles and encouragement go much further to shape good behaviour than harsh punishment.

Instructive Discipline⁴

There are two major definitions for the term discipline. One of these is 'training that develops self-control, character or orderliness, and efficiency.' The other is, 'treatment that corrects and punishes.' These definitions start from two quite different conceptions of the child and of childrearing. The first begins with the idea that children are born neither social nor anti-social and have to be trained to acquire the rules and routines of healthy interpersonal exchange. In contrast, the other definition starts off with the idea that children come into the world with anti-social pre-dispositions (original sin, if you will) that have to be extinguished. One idea of childrearing and discipline is, therefore, instructive; it is a matter of teaching children social skills and attitudes. The other conception of childrearing and discipline is punitive, a matter of stamping out misbehavior through punishment.

The difference in our starting conceptions of discipline is important because it determines how we look at, and treat, what we as adults label misbehavior. First of all, and most importantly, when we view discipline as a learning experience we will look at so-called misbehavior as an opportunity for instruction. Secondly, we will also appreciate that discipline presents a creative challenge for which there are no ready-made solutions, only a number of possibilities. Finally, when we view discipline as a teaching moment, we will also appreciate that children learn differently at different age levels and that we need to adjust our instruction accordingly. We cannot teach infants and young children about prejudice in the same way that we would approach this issue with adolescents. Instructive discipline is developmentally appropriate practice.

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Does praising children help them develop self-concept?

To many of us, praise seems like such a good, positive way to get children to behave. It's a way to make them feel good about themselves so they'll try harder to do what they should. We congratulate ourselves that we have abandoned the use of criticism in exchange for parenting or teaching with praise. What we fail to see is that praise is simply the positive face of criticism, that both presume the right of one person to impose judgment on another. "Praise can actually lessen self-motivation and cause a child to become dependent on rewards. Praise can be useful in motivating children to learn by rote but may actually discourage problem solving" (Grey, 2007).

Tips for providing effective praise:

- Reward the process and the effort, not the talent or the product.
- Do not supply material rewards for achievement. Instead, congratulate the child. Ask why things turned out so well and what your child attributes her success to. You want your child to understand exactly what efforts pay off in which situations. Supplying external rewards kills internal motivation.
- An easy way to change from ineffective to effective praise is to change from saying I to you. Rather than saying I like or I think, which offers the adult's opinion, try saying this: You found enough firewood for all the cooking today and tomorrow. This enables the children to evaluate their own work. The child might think this: I was a help to my family; I am valuable.

⁴ Excerpts from "Instructive Discipline is Built on Understanding" by David Elkind, Child Care Exchange, 2007

Appendix 7 – Use with Session 7

Storytelling

Importance of oral stories

Everyone loves a good story. Stories have added value for children to develop language and thinking skills required to succeed in school. When listening to stories they expand vocabulary and concept understanding. They learn about the structure of sentences. They pay attention to the sounds of language. Most importantly storytelling is a way to connect adults and children in a shared experience. Storytelling is a thread that binds us to our past. These stories tell us a lot about who we are and what we value as people. Stories are a central means by which cultures pass on knowledge and beliefs to future generations.

Storytelling is an art form

Storytelling is an art form that should be valued and perpetuated. It has been used to transmit cultural heritage from elders to children. It has been used to make a point with rival nations or tribes. In Ghana, for example, an appliqué flag was made to symbolize a story or parable. It was waved at the enemy to remind them of the message of a well-known story. Each country and region has unique stories. These stories are part of the identity of the people and should be protected as a source of pride and national heritage.

How to Tell a Story

Storytelling provides opportunities for more intimate rapport with children than reading because no book separates the teacher and the children. Storytelling requires a bit of acting and showmanship. The storyteller moves, uses the body to make motions, and adds facial expression.

It isn't necessary to memorize a story to be a good storyteller. However, careful planning is essential. The teacher needs to be familiar with the plot, the characters, and the flavour of the story. If certain chants or refrains are repeated, those should be memorized.

The use of simple props or visual aids can help teachers recall the story elements. Props encourage the child to want to retell the story and to act out versions of the story. Storytelling is an important way to have fun with language. It is an important way to build bridges between the young and old. Asking elders to tell their stories are a means of showing respect.

How to Collect Stories from the Community

Parenting groups can play an important role to revitalize the storytelling tradition. In Bangladesh parents and early childhood teachers wanted to remember and tell traditional stories but could not remember them well. They searched to find out who were master storytellers in the community. They asked each to prepare a story. They brought them together for a day of storytelling celebrations. This became an annual event. A story telling competition developed. Save the Children, with assistance from university students recorded these stories, and began to reproduce them as storybooks. Since then they produced a collection of more than 75 folk stories that can be used in the classroom and in libraries.

In each community find out who is the most gifted storyteller. Invite the storyteller to come to class or take the children to a place where the storyteller feels most comfortable. Outdoors under a tree is a perfect spot! Encourage parents and teachers to learn these stories.

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During monthly meetings parents and teachers can discuss successes and challenges of finding and using oral stories. When parents or teachers hear a story they like, encourage them to learn the story and then tell it and teach it to other teachers during the professional development meetings. Attempt to record some of the stories that are especially effective.

The search for oral stories will generate a lot of interest from the community. They will enjoy sharing memories about stories and storytellers. Once the community becomes aware of how the stories will be used they can help to plan a story-telling event.

Gather storytellers from nearby villages to perform at a Celebration of Stories. Enlist university students and other volunteers to tape the stories as they are being told and transcribe the stories.

Select several of these stories that will interest children and have value for home and classroom use. Stories that contain violence, cruel trickery or other anti-social behaviors should not be used. Develop a basic collection that all parents and early childhood teachers can use. Parents can talk to the community about storytelling and why it will be part of the early learning centres and primary classrooms. Traditional story telling can be an effective way to involve parents in schools. It is also an effective tool for appreciating mother tongue language in the context of classrooms that are transitioning to a national language.

How to Prepare Oral Stories for Classroom Use

A storyboard may be helpful for early childhood teachers as they learn the stories and practice using them. Divide a poster paper or chalkboard into six squares, 3 on top and 3 on bottom. There are three squares on the top. In the first square write the title. In the second square draw pictures of the main characters and list names. In the Third Square, write the main idea of the story. There are three squares on the bottom. Write the words "Beginning", "Middle" and "End". Draw pictures or write words of main action for each box.

This can be replicated on A4 paper. Each story has one storyboard. A teacher will have a collection of storyboards in a folder or notebook to remind her of the story. On the back she can jot down any refrains or special language used in the story.

Helping Children Become Storytellers

Parents and early childhood teachers can work together to collect traditional stories that parents will tell at home and teachers will use in the classroom. Storytelling helps children develop language skills needed for reading. An oral story can also help children appreciate written storybooks. Both increase children's interest to learn to read.

Step 1 Encourage Children to participate in the storytelling through chants or refrains

After children listen to a traditional folk story, they can help the teacher or parent re-tell it by filling in key refrains or phrases. They can prepare sound effects to use along as the story is told.

Step 2 Children Can Make Storyboards to Review Key Elements of Story

Encourage children to think about what happens in the story, the characters and the meaning. Introduce the story and ask children a question to provoke their interest in the story. After the story ask children about the meaning of the story. Do they like what happened and why or why not? Which characters did they appreciate and why? A great follow-up activity to storytelling is preparation of a "storyboard". Preschool teachers can also make storyboards to provide cues for re-telling a story.

A storyboard is piece of paper divided into six boxes:

Box 1: What do you think is a good title for this story?

Box 2: Which characters are in the story?

Box 4: What happens in the beginning?"

Box 5: What happens in the middle of the story?

Box 6: What happens in the end of the story?

Box 3: What did we learn from the story? What is the moral or main idea?

As the students supply the responses the teacher writes the title and then asks children to help draw pictures of the characters and action of the story. Primary school Children can also do this in their own notebooks or slates.

Step 3 Children Can Perform Stories

Teacher and parents can ask children if they would like to act out the story, as a play. Children plan to take on different roles. The teacher initially serves as narrator, but over time with practice, children can narrate the story. Other children provide sound effects as needed. Another day, give other children a chance until all have had a chance to act out the story.

After preparing several stories as small plays, the children may invite parents into see the stories. This is an excellent child-led activity to include in a community storytelling celebration.

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Appendix 8– Use with Session 8

Bhutanese Traditional Childrearing Practices

Think about:

- 1. Which ones make children healthy and strong; happy and smart; safe and protected?
- 2. Which actually harms the child? How?
- 3. Which can be modified so they promote Child wellbeing?

Pregnancy	Birth -3	3-6	6-8
Ok to drink alcohol	Swaddle new born babies tightly so hands and legs cannot move	Children are left unattended and they mostly watch cartoons	Girls are made to care for younger siblings
Do heavy manual work for strong baby & easy delivery	Children not allowed to talk while eating	Tell folk stories to children after dinner near the hearth	Should help with chores such as fetching firewood/water, washing utensils.
Perform puja to ward off evils spirits before labor	Spank the child to teach toileting	Take children to religious festivals and ceremonies to receive blessings	Boys are made to guard fields from monkeys
Visit sacred places to get blessing for desired gender of baby	Feed baby water from the bathtub	Parents do not observe play or playing with children seen as waste of time	Children taught to be quiet when adults speak
Dried meat and soup should be the main nutrition	Parent should chew the baby's food then give to baby	Children not allowed to take part in family discussions or decisions	This is the proper age to scold and beat the child

Appendix XIV - Use with Session 9

Social and Emotional Development

Facilitator's Background Notes⁵

Early in life children also become aware of their social nature. As they begin to interact with their community, they also begin to see themselves as distinct individuals. The feedback received from the social world affects the child's self-concept. Social development, or socialization, begins under the guidance of parents and family members. When children enter group settings, they are further exposed to behaviours, social roles and attitudes that foster culturally appropriate behaviors and values. Children need to understand the social categories, roles, rules and expectations of their families and communities in order to function in a social world. Social development is closely linked to thinking skills and language development.

Children learn many social skills in early years. They learn to enjoy and trust adults other than their parents. In their relationships with others, children learn ways to cooperate, disagree, share, communicate and assert themselves. Children also learn how to participate within group activities, adapt to group expectations, and to respect the rights and feelings of others. The young child also learns how to express their feelings in culturally appropriate ways. Caregivers set expectations for children's proper behavior, as well as the rewards or punishments for their conduct. Caregivers also select and create the social contexts within which children experience their environments and learn the rules of behaviour. Children also figure out social rules for themselves by watching others.

Children who have healthy social and emotional skills have a greater chance of success in school and adult life than those who have emotional difficulties. These skills enable children to make friends, learn from teachers and peers, express themselves and deal with frustration. These are necessary skills for becoming a good student, worker or citizen.

Temperaments

Children are born with different temperaments, such as easy-going personalities, slow to warm up, shy, or difficult temperaments. Children of the same household might have different temperaments. Some might be more active, have shorter attention spans, and show reluctance to deal with new situations, or be consistently 'moody'. Differences in temperament affect how children relate to others and develop social skills. Temperamental characteristics are not exactly fixed, but they are likely to be persistent and consistent over time. Some temperaments require added support and patience from parents.

Social intelligence

Social intelligence includes what children know about themselves – their own emotions, hopes, feelings and strengths. It includes what they notice about others feelings and moods and how they use this information to act appropriately. The key abilities that indicate social intelligence in young children are:

- Understanding of self,
- Understanding of others,
- Ability to assume culturally valued social roles.

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Adults can support social development by helping the child to:

- Reflect upon feelings and accomplishments;
- · Identify own abilities, skills, interests and areas of difficulty;
- Notice peer's thoughts, feelings, likes and dislikes;
- Develop confidence to initiate some activities;
- Invite other children to play;
- Comfort a friend who is upset; and
- Relate to other adults outside immediate family

Importance of friendships

Most adults fail to understand how much thinking and problem solving is involved in forming and holding onto friendships. Just think about the issues that even young children have to resolve. When they are new to a classroom, they have to figure out how to behave until they have a friend. When someone approaches, they have to work out how to engage that other child. If there is a fight or a struggle, children must find out how to win back a friend who is angry or hurt. Figuring out any one of these issues takes quite general problem-solving skills. Children have to analyze what the problem is, they might have to solve it in steps, and they might have to try several approaches. When children are doing this, they are building up ideas about the social world. They are building trust and interest in other people

Parents and preschool teacher should engage children in discussions about how to make and keep friends. Parents and teachers often state rules such as "We don't hit each other" or "Take turns". Invite children to talk about how they want to be treated by their friends and how they should treat others and why.

Social skills children need to make and keep friends

- · Recognize shared interests.
- Gracefully join in play.
- Pay attention to non-verbal communication cues.
- · Identify common goals.
- Listen to and respect feelings.
- Empathize with another person's perspective.
- Practice compassion.
- Cooperate.
- Accept others.
- Include others.
- Extend a trustworthy helping hand.

Developing Responsibility

Young children are faced with two major challenges in social and emotional development:

- To become independent individuals; and
- To establish connections with others.

The parents' job is to help their children with these tasks. Most parents focus more on one task than the other. This is often influenced by culture. For example, parents who place a larger value on independence than making connections are likely to encourage early self-help skills. They might encourage self-feeding and dressing at an early age. They encourage self-reliance and high self-esteem. Parents who are more concerned about their children's ability to create and maintain connections have a different view of practically everything. Their focus is mutual dependence instead of independence.

⁵ This summary has been adapted from Zero to Three, Laying the Foundation for Early Development, http://www.zerotothree.org/public-policy/policy-toolkit/socialemotionalmarch5.pdf (2009). Please refer to this source for more information.

Regardless of approach, the child will benefit by developing ability to make decisions and taking responsibility for actions. The skill required is called self-regulation. A child with good self-regulation is able to control their emotions and behaviour, resist impulses, and exert self-control and discipline. Poor self-regulation is associated with high dropout rates, drug use, and crime. In fact, good executive function is a better predictor of success in school than a child's IQ. Children who are able to manage their feelings and pay attention are better able to learn. "Self-regulation predicts effective development in virtually every domain."

Developing self-help skills like Self-feeding

Even in cultures with a strong emphasis on mutual dependence, a child must develop individual competence to function in the group. Self-help skills are an important way that the child reduces dependency on adults, while also learning to act independently in an appropriate way. Self-feeding is an example. As fine motor skills and visual motor coordination advance, children enjoy doing things for themselves. The toddler enjoys using a cup and spoon. Self-feeding represents a form of mastery in the use of an instrument to expand the abilities of the hand. Eye-hand coordination develops. It is also a psychological separation from dependency on parents. Parents may worry that children will not get adequate nutrients if child feeds self. On the other hand, self-feeding reduces food battles and child efforts to control parent by refusing to eat. If the child has a separate bowl, it enables the parent to actually quantify the amount of food the child is taking in. Self-feeding is a good example of how a child learns competence and responsibility. Learning self-help skills provide examples of how physical development, thinking skills and emotional development go hand in hand.

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Appendix 10 – Use with Session 10

Motor Development

Facilitator Background Notes⁷

Physical development refers to the way in which children's bodies and muscles grow to increase ability involving movement. This type of growth can be referred to as motor development, which is the process in which a child develops movement skills.

There are two type of development involved in motor development:

- Gross motor development: refers to the use of large muscles such as legs and arms.
 - Why important? Gross motor development improves children's health and strength, builds confidence, is a means for social interactions and is essential for developing responsibility and life skills. Having good gross motor skills is important for managing a house and earning a living. When children figure out how to balance on a log, climb a tree, or roll a tyre, they are also developing thinking skills that are essential for success in school. Parents have a role to make sure that activities are safe, and to praise and encourage a child for what they are doing well.
- Fine motor development: refers to the use of small muscles such as hands and mouth.
 - Why important? Fine motor development includes skills needed for schoolwork and many kinds of livelihood. Parents have a role to make sure that young children do not put objects in their mouth that can choke them. Encourage children to explore things with their hands. When they are moulding sand they are developing their finger muscles for writing.

Important things to know about motor development:

- Children develop gross motor skills before they develop fine motor skills. The baby will kick feet
 or bat at things with the whole arm before grabbing things with their fingers. Parents often swaddle the baby while they work. When at home, it is important to lay the baby on a clean mat and let
 them freely move their arms and legs. This is how they explore their world and develop a sense
 of self.
- Motor development is something children gain easily if encouraged to do so. They love to pick up
 and examine things. They love to run and climb. Children have a natural desire to develop motor
 skills. Parents should encourage them to explore objects and move. It not only develops their
 body, but also their brain.
- Parents have an important role in making sure the environment is safe for children to develop fine
 and gross motor skills. For younger children, parents should do a safety check of the environment,
 and make sure that babies do not put small objects in their mouth. For older children, parents
 should establish rules about what children can and cannot do. They should be clear about these
 rules, explain why, and follow up if children disobey the safety rule.

Facts about Motor Development

Children's bodies grow in a sequential manner, which means that development occurs in an orderly pattern. Children's motor skills develop progressively and build upon earlier learning.

This summary was adapted from S. Brotherson, North Dakota State University, Understanding Physical Development in Young Children, http://www.ag.ndsu.edu/pubs/yf/famsci/fs632.pdf. Please refer to this source for more information.

- Children's bodies experience two periods of rapid growth during the first six months of life and during puberty. Growth slows in the toddler years. After puberty it levels off until adulthood.
- Growth in a child's body follows a directional pattern in three ways: gross to fine motor (large muscles developing before small muscles): inside to outside (muscles in the trunk of the body develop earlier and are stronger); and head to toe.
- Movement becomes more definitive and specific as children grow and develop smaller muscles in their hands, etc. They also learn to better coordinate different body parts to perform complex tasks.
- Movement of the body occurs in three ways:
 - o Locomotor movement (walking and jumping);
 - o Non-locomotor movement (turning and stretching); and
 - o Manipulative movement (controlled use of hands and feet).

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Appendix 11- Language Development - Use with Session 11

Background Notes for Facilitators⁸

Language development is the process in which children come to understand and communicate language. Children acquire language by learning through mimicry and through conversation. Language development begins at birth and develops rapidly in infancy. Babies communicate through sounds, facial expressions and gestures. It is their way of speaking.

Being able to speak and communicate well is an important skill. For language acquisition to develop successfully, children should be in social environments that encourage interaction and communication with others. Having good language skills at an early age is a key predictor of school success. Early language and literacy skills are best learned through everyday moments with your child – talking, telling stories, reading books, and laughing and playing together.

Importance of Mother Tongue

Parents play an important role in nurturing children's language and literacy development. Children's first language skills are developed in the home and parents are usually a child's first teacher. It is important to talk to your child in your mother tongue. This is the language in which a mother can best express her love and feelings. Emotion is a strong motivator for language. Children learn the rules of language from imitation, so it is important that the child hears the parent speak a language that they know well. When a child masters their mother tongue it will be easier for them to learn a second language. Children can learn more than one language simultaneously. In some cases the mother tongue of a mother and father or grandmother living in the home are different. What seems important is the emotional connection of baby to the person speaking to them; that the person speaks in their mother tongue; and that the person uses the language consistently and does not switch from one language to another.

Parents can help children develop language skills in the following ways:

- Use daily home routines as opportunities for conversation. Link words to actions. Talk about what you or the child are doing; how it is done. Ask the child questions.
- When your baby babbles, respond with the same sounds. Talk to infants and young children when you feed, dress or play with them. Parents think that it is not necessary to talk to the baby because she doesn't understand language. But that is how she learns. The 0-3 years are the most critical for language development.
- Tell stories to your child and discuss the meaning of the stories
- Teach children the names of familiar objects, speak clearly and simply, do not use baby talk, and teach them rhymes and songs.
- Show interest in what your child has to say and ask questions that require the child to explain a
 thought or experience (rather than one-word answers). Tell your child about your experiences and
 stories from your childhood. Having conversations with your child helps them develop language,
 concepts and a strong relationship with the parent.
- Encourage pretend play with a friend. Pretend requires the child to use advanced language as she is setting the stage for something not real, but imagined.
- Help your child discriminate sounds in language. Listen for different sounds and describe them. Sing songs. Recite finger plays and rhymes.
- Help children notice differences in things. This will be important for reading. Include children in activities that need sorting such as clothing, dishes, and find things for them to sort, such as stones, leaves, flowers, etc.

^{8 &#}x27;Speech and language developmental milestones', National Institute on Deafness and other Communication Disorders, http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx

Useful Terminology

- Oral language ability to produce and comprehend spoken language
- Receptive vocabulary words needed for understanding what is said and read
- Expressive vocabulary words used for speaking and writing
- Vocabulary bank of words for which meanings are understood. Children who have larger vocabularies are generally better readers.
- Grammar ability to understand the meaning and use of words, and to group them in phrases and sentences that follow standardized organizational rules
- Syntax rules that govern how sentences are organized and the relationship of words.

Language Development Methodology

- Scaffolding when adults use conversations to expand children's knowledge. By scaffolding teachers are providing support for children to reach a slightly higher level of skill.
- Modeling –demonstrating the behaviors, skills and competencies children are to learn
- Skillful questioning used to engage children in learning, keep a conversation going, informally assess understanding, and identify need for more instruction.
- Distancing asking questions to connect the child to the feelings and events being discussed.
- Providing feedback
- Conversation The practice in which children and adults talk informally, with both contributing information about something

More Ways to Develop Baby's Language

- Make eye contact and repeat sounds baby makes and make a second sound. If baby says ma say ma-ma.
- Parallel talk describe what the baby is doing in simple terms eat the cracker.
- Attach a name to an object or action Pat the dog. The dog is barking.
- Practice self-talk. I am going to bathe the baby. First I get the water ready.
- Expand on child's simple words
- Recast repeat child's word and restate them in a simple sentence.

More Ways to Develop Language of Older Children

- Initiate reciprocal (back and forth) communication. Describing what child is doing then asks a question. You are placing the square blocks on the top to make it taller. What will you do next?
- Ask open-ended questions tell me about that
- Use complete sentences when communicating with children and more complex words.
- Within context of everyday activities, scaffold conversation to bring in more vocabulary. While eating, describe the actual tastes of foods or talk about nutrition of foods.
- Use names for implements and help children describe the things they are building and drawing.
- Take walks around the neighbourhood and talk about what you see to expand language
- Tell stories and ask children to retell stories to you

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Appendix 12– Use with Session 12

Cognitive Development

Background Notes for Facilitators

Cognitive development refers to the emergence of the ability to think and understand. By taking advantage of new technologies, scientists can now see how and when the brain works. Brain research provides proof that a child's interactions and experiences in the first few years of life have a large impact on social, emotional, intellectual and language development. The important finding is that the early years matter.

Seven important things to know about helping children develop thinking skills (cognitive development).

- 1. Babies learn from the time they are born. Baby's thinking skills first develop through the senses touching, tasting, feeling, hearing and smelling. For example, a baby learns to distinguish the mother's voice from others. When parents give their baby things to explore with their senses, they are advancing their baby's thinking skills.
- 2. One important thing young children start to learn is how the world works. Babies have some skills to figure out how the world works. For example, if they bang a can with a stick it makes a noise. Give them objects to explore but make sure they will not choke on them. Older children learn about stacking, pulling and buttoning things. They notice how shadows are formed, and how a baby animal grows and changes.
- 3. An important skill is reasoning and problem solving. Exploring objects develops reasoning skills. Giving children choices also helps them develop the skills to reason. Encourage children to figure out things on their own. Ask children questions to make them think. Ask them to explain why they want to do something. Help them notice how things are alike and different. Allow them to explore messy things like sand and water. These are low-cost ways to learn about science.
- 4. Another important thinking skill is memory. Ask children what they did at preschool. Play memory games. Help them learn to count, sing songs, and recite the alphabet.
- 5. Parents can also help children develop general knowledge. Help them learn their names and addresses, information about the village and how to plant seeds. Anything that parents are knowledgeable about is a good thing to teach children. Discuss things with children and let them answer questions. This is also a good way to transfer cultural values and traditions.
- 6. Pretend play helps children develop thinking skills. If they pretend to be a mother they are learning to take another perspective. Using a stick as a pretend doll helps them practice using symbols to represent things. They will use symbols for reading and math. Pretend play with other children needs complex thinking skills as they plan the different roles and what will happen.
- 7. Nutrition is important for brain development. Breastfeeding tends to lead to higher cognitive development. Children need protein and iron rich foods daily for brain development.

Some Interesting facts about Brain Development

Babies are born with 100 billion brain cells called neurons. They do not grow more neurons; they grow connections between the neurons. What matters about brain development is not the number of neurons, but the connections. At first there are no connections. As babies respond to experiences, the brain cells send signals to each other and make connections. A single cell can connect with as many as 15,000 other cells.

Brain development occurs round the clock. Every important caregiver has an impact on the baby's brain development. Touch is particularly important to babies' development. Holding and stroking a baby stimulates the brain to release the hormones that allow for growth. Each time the baby experiences new things to look at, hear, taste, smell, touch and feel, new connections are formed.

Shortly after birth a baby's brain produces trillions more connections between neurons than it can possibly use. By age three, the child's brain has formed 1,000 trillion connections, twice as many as in an adult brain. Beginning at about age 10, the child's brain begins getting rid of the extra connections and gradually creates a more powerful network of connections. The brain retains connections that are used repeatedly in the early years and eliminates connections that are seldom or never used. For example, children who are seldom spoken to or read to in the early years, tend to have difficulty mastering language skills because their brains eliminate the unused connections for this type of learning.

Neurons send their signals through axons. Many of the axons are wrapped with cells, which form myelin that insulates the axon. The myelin allows it to send signals 100 times faster. Newborns have very few myelinated axons, which explains why they cannot see well or have good motor coordination.

Myelinization is the key to understanding learning windows. Learning windows are the times in a child's development when a particular kind of learning is most easily acquired. Different regions of the child's brain become myelinated at different ages. The brain knows which kind of learning needs to occur before another and which to myelinate first.

The region of the brain for language production is called Brocca's area. When this area becomes myelinated, children develop speech and grammar. Wernicke's area, the center of language comprehension, is myelinated six months before Broca's area even starts to develop. The brain makes it possible for the child to understand language before he or she produces language.

Some learning windows remain open throughout our lives. For example, we continue to learn new vocabulary words into adulthood. Some language windows close early. For example, the window for syntax, or grammar, may close as early as 5 or 6 years. Children can still learn the language rules for structuring sentences, but it is more difficult. This reinforces the importance of encouraging children's learning in the early years.

Experiences contribute to brain development

Before birth the environment is the mother's uterus. The baby senses sounds and sensations from within the placenta. After birth, the environment is the sound of a lullaby, the caregiver's touch and voice, interesting things to look at. These environments have an impact on how brains develop. An easy way to think about stimulation is what the child is seeing, manipulating, and discussing with caring adults and friends. Interactions with the environment are an absolute requirement of brain development.

Many kinds of experience affect how young brains are developed, but nothing is more important than early care and nurturing. When infants are held, cuddled and touched in soothing ways, they tend to thrive. It puts them in an emotional state that makes them open to everything around them, eager and interested to notice and learn. Different cultures have different ways of comforting infants and different views on comforting children as they grow:

- What are some ways that parents in your community comfort and soothe infants?
- Do we also comfort and soothe older children? Does this continue through childhood?
- Important to know that warm, responsive care promotes healthy brain developments. Stress has damaging effect on brain development and prevents learning. The parent has an important role to increase nurturing and reduce stress in child's life.

Children need interesting things to look at, touch and take apart and put together; they need people to interact with them. The most important thing after love is language stimulation. We may feel silly talking to a baby or young child but when we talk to them we are helping the brain to develop. They learn from these interactions with family and friends. Some things to do include:

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- Provide interesting things for children to look at and touch
- Talk to children in a conversational way?
- When disciplining children explain why.
- Help child focus attention and notice surroundings ("look at this; What is this?)
- Ask questions that require thinking ("Where do you think that ant is going?") a
- Encourage children to figure out something alone.

Nutrition contributes to Brain Development

Brain development is most sensitive to baby's nutrition between last half of mother's pregnancy up to two years of age (Landers, 2002). Children who are malnourished do not adequately grow, either physically or mentally. Their brains are actually smaller than normal. They are likely to have delayed language development and fine motor development, lower intelligence and poorer school performance. At birth, baby's brain size depends on the nutrition of mother during pregnancy. After birth, breast milk offers best mix of nutrients for promoting brain growth but baby will need iron supplementation beginning at six months. After that babies and young children need protein and vegetables high in iron every day. From two to five they need to eat same foods as parents but in lesser quantities and more often than adults.

Appendix 13– Use with Session 13

Developmental Milestones and Developmental Delays

What is a developmental milestone?

A developmental milestone is a skill that a child gains within a specific timeframe. For instance, one developmental milestone is learning to walk. Most children learn this between the ages of nine and 15 months.

Milestones develop in a sequential fashion. This means that a child will need to develop some skills before they can develop new skills. For example, children must first learn to crawl and to pull up to a standing position before they are able to walk. Each milestone that a child gains builds on the previous one.

What is a developmental delay?

Child development is the process in which children go through changes in skill development during predictable time periods, called developmental milestones. Developmental delay occurs when children have not reached these milestones by the expected time period. For example, if the normal range for learning to walk is between nine and 15 months, and a 20-month-old child has still not begun walking, this would be considered a developmental delay.

Developmental delays can occur in all four areas of development, or they might just happen in one or more of those areas. Additionally, growth in each area of development is related to growth in the other areas. So if there is a difficulty in one area (e.g. speech and language), it is likely to influence development in other areas (e.g. social and emotional).

Parents who use the pictorial child development cards should be advised that the pictures represent what the child should be able to do by the end of that range. Children just entering this phase will be unlikely to do these things, but parents can be aware of what the child needs to accomplish and can provide support for them to reach that milestone.

Risk Factors – What to look for

Some things put a child at higher risk for special needs. Here are some to look for:

- Child was born too early
- Child had low birth weight
- Mother took drugs, drank alcohol or smoked during pregnancy
- There is violence in the local area or home
- Mother and child have poor eating habits
- Family stress

What are the warning signs of development delays?9

Children might exhibit some general 'warning signs' of development delays which parents and caregivers should be aware of. ¹⁰Here are some general warning signs:

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Behavioural warning signs may include:

Lack of attention or inability to stay focused, displays of aggression and frequent frustration or extreme shyness, body rock, and a lack of seeking approval and affection from others; rarely makes eye contact; does not want to be touched or comforted; may often try to harm other children, animals or objects, gets upset when trying to do simple tasks that other children of same age can do;

Physical signs may include:

Stiffness of arms and legs, limp body posture, and a clumsy manner

Delays in vision and hearing may include:

Rubbing of eyes, difficultly focusing on objects, talking too loudly or softly, and failing to develop sounds or words appropriate to their age.

What should parents do if they suspect their child has a developmental delay?

Parents can work with the child to achieve developmental milestones. This can be done in the course of everyday activities. For example, if the child is not picking things up with their fingers, provide the child with their own food bowl and objects to eat independently. Hang a mobile over the baby at a distance so they can reach and bat at the objects. If the child does not show progress see a medical professional at a health clinic. It is important to address developmental delays as soon as they are recognized. There might be a medical condition that can be corrected. If these are corrected early, children will lead a normal life and catch up with peers. When parents wait too late for medical intervention, children might miss important 'windows' for development that make it hard to achieve potential. The best time to help a child is from birth to age 3.

If disability is identified, it is important to focus on the child's strengths. Children with disabilities do not necessarily follow a 'normal pattern' of development. However, this will not stop them from leading full and happy lives, as long as they are included and supported. The milestones are general principles and, in reality, there is a lot of variation depending on culture, gender, ethnicity and social and economic circumstances. A child's development is influenced by many factors including health, nutrition, care and education. The developmental milestones give clues about what might be a next step for the child. Focus on the developmental sequence rather than their age to find effective ways to stimulate the child.

This summary has been adapted from First 5 San Diego's website www.first5sandiego.org. Please refer to this source for more information.

Appendix 14 – Use with session 14

Importance of Play

For the young child, playing and learning is the same thing. Opportunities for early learning and opportunities for play go hand in hand, since learning for the very young child happens best through playful, game like activity. A child who does not have a variety of opportunities to learn and explore in infancy and early childhood starts the first grade at a distinct disadvantage.

Play is an important means by which children can develop in all areas and it is also a predictor of how well a child is developing. Since children are active learners, play becomes a good way to teach. By observing children's play adults can learn about the child and find opportunities to support development. Play provides a context for children to practice skills, to try new social skills, attempt challenging new tasks, and solve complex problems. Children also express their ideas, thoughts and feelings when engaged in symbolic play (e.g. playing house or market; building a farm with blocks). They can learn how to control emotions, interact with others, resolve conflicts and gain a sense of competence. They also develop their imaginations and creativity. Therefore child-initiated, teacher supported play is an essential component of an effective early learning centre programme.

Children love to play and most cultures give children time to play during the first eight years. Play enables children to find their place in the culture. It can also provide temporary relief from hardships they face in day-to-day life. Through play children form their understanding about the natural world, mathematical and literacy ideas, and develop social competence. Play is such an important learning tool for children. Yet many parents and teachers overlook and undervalue play.

Play satisfies an innate need for creativity and curiosity. Children who are skilled at play have more power, influence and capacity to create meaningful lives. Play builds capacities like problem solving, persistence, and collaboration that are required throughout life. Practice with play helps us cope with new experiences. A playful attitude enables the mind to explore and remain open to a wide range of possibilities. Play is a natural place to integrate academic learning such as math, science and literacy. Play settings are good places for children to develop understanding of how communities of people can and should work together.

Children at Play learn how to:

- Make appropriate choices among many possibilities
- Make a plan and follow it through (initiative);
- Learn from trial and error, imagination, and problem solving;
- Apply concepts of quantity, science, and movement to real life;
- · Reason in a logical, analytic manner by acting on objects;
- Communicate with peers and negotiate differences in points of view;
- Cooperate with other children
- Stick to a project until it is done
- Use something to represent something else (preparation for literacy and math, which are other forms of representing something)
- Derive satisfaction from one's own accomplishments (pride)

Social Categories of Play

Solitary Play

The child plays alone with objects that are different from those used by others; there is no verbal communication with others about the play activity.

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Parallel Play

The child plays separately at the same activity, at the same time and in the same place and in close physical proximity as another child. The child is aware of the presence of the peer and the presence of others has some meaning for them, but each child is playing separately. There is no sharing or discussion.

Group Play

Child engages in activity with others, in which all members share a common purpose.

Cognitive Categories of Play

Functional Play

Simple, repetitive muscle movements performed with or without an object. Examples are knocking over blocks, kicking a ball, pouring water, pounding a rock, and skipping rope.

Constructive Play

Manipulating objects for the purpose of making or creating something. Examples are a block construction, doing a puzzle, building a sand tower, or drawing a picture.

Dramatic Play

Letting an object or person symbolize a thing or a person it is not. Examples are being the mother or baby, using a block as a hammer, feeding the doll, pretending a block is a truck.

Games with Rules

This includes game-like activities with pre-established rules and limits to which the child conforms. Examples are card games, board games, and tag games. Dramatic play that includes rules, the acting out of a pretend story with others is the most sophisticated play.

Toy Safety Precautions

When making toys for children, safety should be a concern. Things to keep in mind include:

- Do not use lead based paint. It can poison children
- Make sure the toy doesn't have sharp points
- Do not give small objects to children under 3 due to choking hazard. General rule: make sure that the object is bigger than 1.5 inches or 3.8 centimeters on longest side.
- Make sure there is no small object on the toy, such as a button, that baby can pull off and put in
- A good toy for older children (ages 3-8) should have several small parts. For example, a container is one part; sand to put in the container makes two parts. Add a funnel or measuring cups for a third part or a jar lid to screw on top.
- Children should have a special place to keep their toys such as a bag or basket. Toys for older children should be kept away from babies.