



# PARENTING PROGRAM RESOURCE BOOK



DECEMBER 2018



# TABLE OF CONTENTS

1. UNDERSTANDING YOUR CHILD’S DEVELOPMENT .....	1
2. CHILD RIGHTS AND PROTECTION .....	6
3. DETECTING AND REPORTING CHILD ABUSE .....	14
4. FINANCIAL PLANNING FOR CHILDREN .....	28
5. REVIEW OF SAFETY AND SECURITY .....	34
6. SANITATION AND HYGIENE .....	41
7. COMMON CHILDHOOD DISEASES, HIV/AIDS, AND FIRST AID .....	48
8. NUTRITION .....	58
9. KITCHEN GARDENING .....	68
10. REVIEW OF HEALTH AND NUTRITION .....	72
11. LOVE AND RESPECT IN THE FAMILY .....	76
12. POSITIVE PARENTING .....	84
13. GENDER EQUALITY AND AWARENESS .....	90
14. INCLUDING FATHERS IN CAREGIVING .....	96
15. REVIEW OF RESPONSIVE CAREGIVING .....	104
16. PLAY AND SOCIALIZATION .....	108
17. STIMULATING PLAY OBJECTS .....	114
18. CARING FOR CHILDREN WITH DISABILITIES AND SPECIAL NEEDS .....	118
19. REVIEW OF EARLY LEARNING .....	126
20. GRADUATION .....	130



SESSION 1

# UNDERSTANDING YOUR CHILD'S DEVELOPMENT

## Image 1 Five components of nurturing care

These five things are important to ensure your child is happy and healthy. We will use this as a guiding tool throughout our parenting group sessions.

**1. Ask participants** the following questions. Possible good answers are listed in the table below.

- ▶ **For good health**, what are some things children need in their early years?
- ▶ **For adequate nutrition**, what are some things children need in their early years?
- ▶ **For responsive caregiving**, what are some things children need in their early years?

- **Do boys and girls need the same love and respect from their parents and caregivers?**

Answer: Yes

- ▶ **For security and safety**, what are some things children need in their early years?
- ▶ **For opportunities for early learning**, what are some things children need in their early years?

- **Should girls go to school just as boys do? Why?**

Answer: Yes

- **Should children with physical or behavioral disabilities go to school just as other children do? Why?**

Answer: Yes

Good Health	Adequate Nutrition	Responsive Caregiving	Security and Safety	Opportunities for Early Learning
Immunizations	Balanced diet	Loving parents	Protection from abuse	Access to play materials
Regular check-ups at health center	Clean foods	Good relationship between mother and father	Provision of basic needs	Talking and playing with parents
Clean water	Breast milk if possible	Respect from their parents/caregivers		Enrollment in school

Throughout the year, we will explore each of these areas and learn more about how to provide each to your child.

**Image 1** Five components of nurturing care



"FIVE COMPONENTS OF NURTURING CARE." *Nurturing Care for Early Childhood Development*. World Health Organization, World Bank Group, UNICEF, 28 Aug. 2018, [nurturing-care.org/?page\\_id=1333](http://nurturing-care.org/?page_id=1333).

## Image 2 Developmental stages of a child

1. Ask participants the following questions. Potential good answers are in the table below.

- ▶ From 0–6 months, what are some things a child is learning to do?
- ▶ From 6–12 months, what are some things a child is learning to do?
- ▶ From 1–3 years, what are some things a child is learning to do?
- ▶ From 3–5 years, what are some things a child is learning to do?

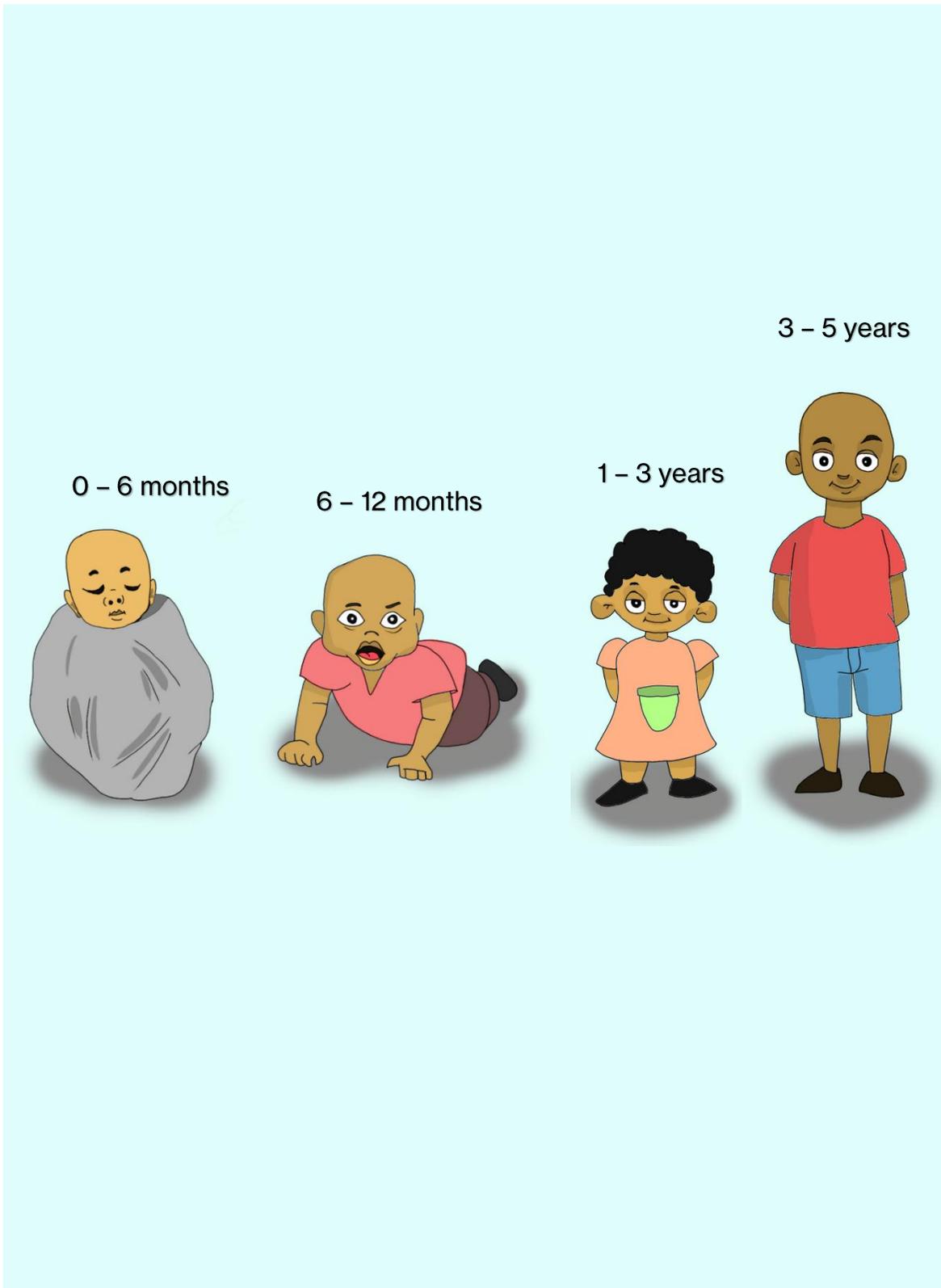
2. Ask participants to think about their own child. What is one thing their child is currently learning how to do? How are they helping them learn this task?

3. Ask a few parents to share with the group.

Parents need to help their child learn how to talk and communicate, how to walk and use their body, and how to think and treat others.

0–6 months	6–12 months	1–3 years	3–5 years
React to sound, light, and motion	Wave “bye-bye”	Understand yes and no	Sort objects by color and size
Recognize faces	Play with objects	Interested in everything they see	Engage in elaborate and dramatic play
Make sounds and cry when needs something	Point with finger when wants something	Speak simply and make simple choices	Converse with others
Move arms and legs	Say and respond to a few words	Obeys simple commands	Speak clearly
Roll over	Crawl	Ask questions	Begin dressing self
Reach for objects	Might cry when caregiver leaves	Walk well	Wash own hands
Smile and laugh	Might cry when stranger comes	Feed self	Play with other children
Nurse frequently	Eat new foods	Throw and kick a ball	Ask for help
Recognize caregivers		Display affection	
		Smile when praised and cry when scolded	

**Image 2** Developmental stages of a child



SESSION 2

# CHILD RIGHTS AND PROTECTION



## Image 3 The rights of children

All children, regardless of where they come from or who their family is have the right to certain things.

### 1. Ask participants the following questions:

- ▶ **What do you think** every child should have the right to?

Good answers include: the right to...

- *Life and the basic needs for survival such as food, shelter, and access to medical services*
- *Education*
- *Freedom to express their opinions and have a say in matters affecting their own lives*
- *Protection from abuse, neglect, harmful cultural practices, violence, severe treatment and punishment, and hazardous or exploitative labor*

- ▶ **What do you think** about these rights of children?
- ▶ **Should all children** in your community have access to these rights?
- ▶ **Do all children** in your community have access to these rights?

All children—girls, boys, and those with different abilities—have the same rights to life, shelter, food and clean water, education, access to medical services, and protection from harm.

- ▶ **What can you** and your community do to ensure all children are able to exercise their rights?

**2. Ask participants** to take a look at this picture. There are many children shown here that might need special care or protection in order to access their basic rights. Turn to your neighbor and discuss what each child might need in order to express their rights and be safe and protected here in your community.

- ▶ **Ask for volunteers** to share with the group what they discussed with their partner.

Some children might need extra help in order to exercise their rights. For example, the younger a child is the more they are dependent on the adults around them. However, every child has a right to be safe and protected and adults need to help make this happen.

**Image 3** The rights of children



## Image 4 Safe spaces

In every community, there are some places that are safe for children and there are others that are not.

**1. Ask participants** the following questions:

- ▶ **Of the two places pictured**, which do you think is safer for your child?
- ▶ **What** makes it safer?
- ▶ **What** makes the other picture more dangerous?

**2. Instruct participants** to form groups of four or five people. Ask them to think about their community.

- ▶ **What** are some areas that are safe for children?
- ▶ **What** are some that are not safe for children? Discuss your community with your group.

**3. Ask for each group** to share which community locations they thought were safe and which were unsafe.

- ▶ **What** are some of the safety and protection issues in the community that you are aware of? Are there any safety issues particularly for girls?
- ▶ **As role model parents**, what are some ways we can help children to be safe in this community?

**Image 4** Safe spaces



## Image 5 Safety skills

1. **Read** the group the following short story:

“This little girl is 3 years old. Sometimes she plays outside of the house on the street. She and her friends run around and play with their toys.”

► **Ask** the group the following questions:

Question	Answer
What are some things that might be unsafe for the children in this picture?	<i>Speeding car, fire, drunk man</i>
As a parent, what are some things you would tell this child to try to keep them safe?	<i>Do not play near the road, do not play near fire, do not talk to strangers</i>
What are some other skills children can learn that will help keep them safe?	<i>Look both ways before crossing the street, be aware of your surroundings, only play near your home</i>
How do we, as parents, help them learn these skills?	<i>Verbal reminders, setting a good example</i>



SESSION 3

# DETECTING AND REPORTING CHILD ABUSE



## Image 6 Child suffering from abuse

1. **Ask** the group to reflect on the picture and answer the following:

- ▶ **What** do you see in this picture?
- ▶ **What** do you think might have happened to this girl?
- ▶ **If you saw** this young girl on the street in your community, what would you do?

2. **A child** can suffer abuse from anyone, although abuse commonly comes from someone close to the child: a parent or caregiver, sibling or other family member, or a teacher. There are endless types of abuse a person can face.

- ▶ **What** do you think are some of the kinds of abuse a child might face?

Good possible answers are:

- *Emotional abuse*
- *Neglect*
- *Physical abuse*
- *Sexual abuse*

- ▶ **Do you think girls** are more at risk of certain abuses than boys? What abuses might boys be more at risk of?
- ▶ **What are some** examples of gender-related abuse?

Good possible answers are:

- *A young girl who is touched inappropriately by a man who is interested in her sexually.*
- *A young boy who is hit because he is crying or showing emotion.*

- ▶ **Do you think children** with physical or behavioral disabilities might be at increased risk of certain abuses?

**Image 6** Child suffering from abuse



## Image 7 Emotional abuse

Emotional abuse can severely damage a child’s mental health or social development, leaving lifelong psychological scars.

### 1. Ask the group, what are some examples of emotional child abuse?

Possible answers include:

- *Constant belittling, shaming, and humiliating a child*
- *Calling names and making negative comparisons to others*
- *Telling a child he or she is “no good,” “worthless,” or “a mistake”*
- *Frequent yelling, threatening, or bullying*
- *Ignoring or rejecting a child as punishment, giving him or her the silent treatment*
- *Limited physical contact with the child—no hugs or other signs of affection*
- *Exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet (domestic violence)*

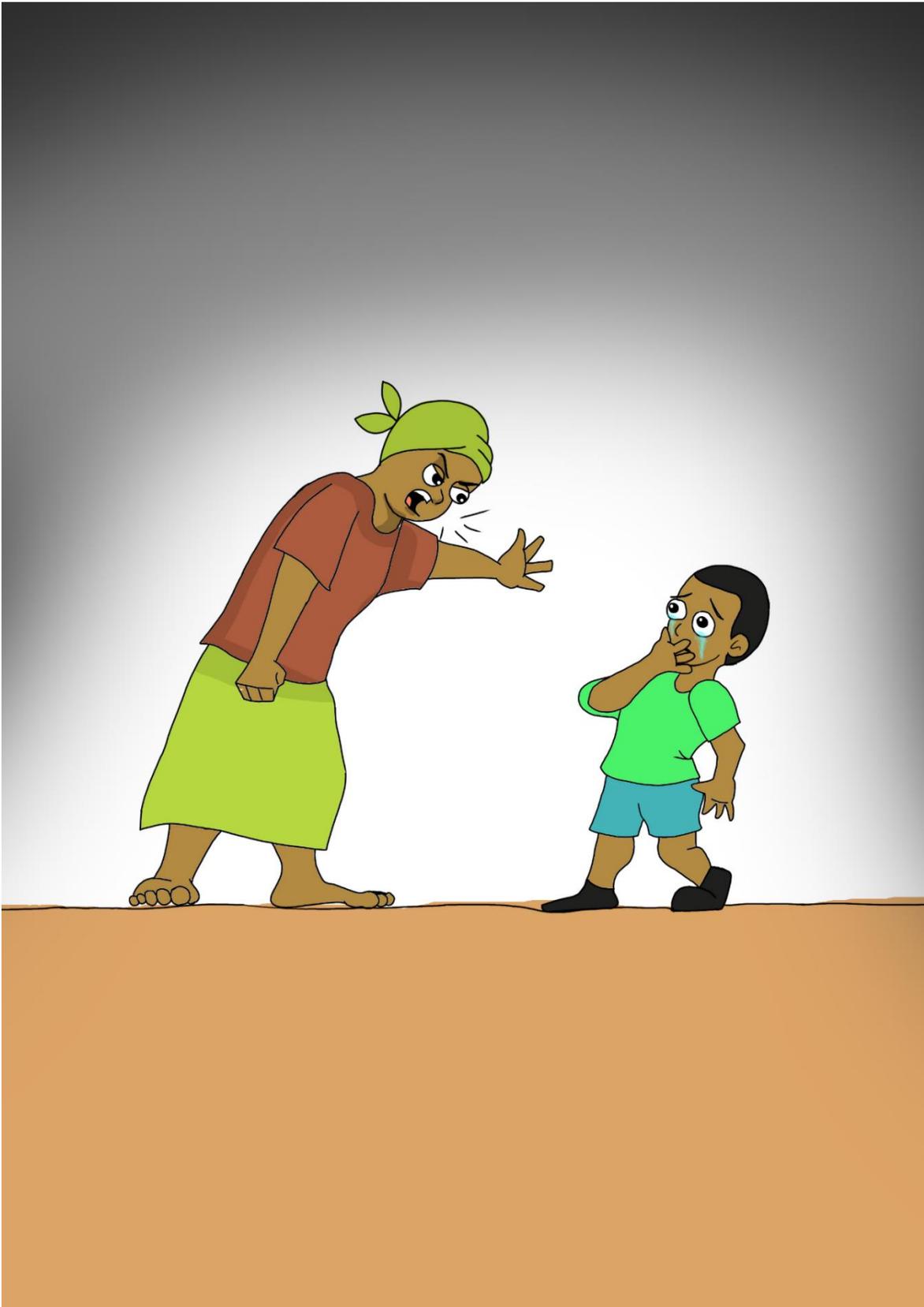
- ▶ **What might** emotional abuse look like for a girl?
- ▶ **What might** emotional abuse look like for a boy?

### 2. Ask the group, what are some warning signs of emotional abuse?

Possible answers include:

- *Excessively withdrawn, fearful, or anxious about doing something wrong*
- *Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive)*
- *Doesn’t seem to be attached to the parent or caregiver*
- *Acts either inappropriately adult or inappropriately infantile (rocking, thumb-sucking, throwing tantrums)*

**Image 7** Emotional abuse



## Image 8 Neglect

Child neglect is failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. Child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to care for a child; other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

### 1. Ask the group, what are some examples of child neglect?

Possible answers include:

- *Not feeding the child three meals a day*
- *Not providing their child with clean clothes*
- *Failing to bathe their child*

- ▶ **What might** neglect look like for a girl?
- ▶ **What might** neglect look like for a boy?

### 2. Ask the group, is it more likely for a girl to be neglected than a boy? If so, why?

### 3. Ask the group, what are some warning signs of child neglect?

Possible answers include:

- *Clothes are ill-fitting, dirty, or inappropriate for the weather*
- *Hygiene is consistently bad (unbathed, knotty and unwashed hair, noticeable body odor)*
- *Untreated illnesses and physical injuries*
- *Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments*
- *Is frequently late or missing from school*

**Image 8** Neglect



## Image 9 Physical abuse

Physical abuse involves physical harm or injury to the child. Many physically abusive parents and caregivers insist that their actions are simply forms of discipline—ways to make children learn to behave. But any form of physical punishment or discipline is abusive and is not okay. The point of disciplining children is to teach them right from wrong, not to make them live in fear.

### 1. Ask the participants, what are some examples of physical abuse?

Possible answers include:

- *Hitting a child with a hand*
- *Hitting a child with a tree branch or any other object*
- *Pushing or shoving a child*
- *Physically harming a child in any way*

- ▶ **What might** physical abuse look like for a girl?
- ▶ **What might** physical abuse look like for a boy?

### 2. What are some warning signs of physical abuse in children?

Possible answers include:

- *Frequent injuries or unexplained bruises, swellings, or cuts*
- *Is always watchful and “on alert,” as if waiting for something bad to happen*
- *Injuries appear to have a pattern such as marks from a hand or belt*
- *Shies away from touch, gets scared at sudden movements, or seems afraid to go home*

**Image 9** Physical abuse



## Image 10 Sexual abuse

Sexual abuse occurs mostly at the hands of someone the child knows and should be able to trust—most often close relatives. And contrary to what many believe, it’s not just girls who are at risk. Boys and girls both suffer from sexual abuse. Child sexual abuse is an especially complicated form of abuse because of its layers of guilt and shame. It’s important to recognize that sexual abuse doesn’t always involve body contact. Exposing a child to sexual situations or material is sexually abusive, whether or not touching is involved.

### 1. Ask the group, what are some examples of sexual abuse of children?

Possible answers include:

- *Showing a child pornography*
- *Rape*
- *Touching inappropriately*
- *An adult forcing a child to touch them inappropriately*

- ▶ **What might** sexual abuse look like for a girl?
- ▶ **What might** sexual abuse look like for a boy?

### 2. What are some warning signs of sexual abuse in children?

Possible answers include:

- *Trouble walking or sitting*
- *Displays knowledge or interest in sexual acts inappropriate to his or her age—or even seductive behavior*
- *Makes strong efforts to avoid a specific person, without an obvious reason*
- *Doesn’t want to change clothes in front of others or participate in physical activities*
- *Runs away from home*

**Image 10** Sexual abuse



## Image 11 List of steps to report child abuse

If you know your child or another child has suffered from abuse, this is a list of steps to take to help the child and catch the person responsible.

### 1. Ask the group the following questions:

- ▶ **Would you be able** to follow these steps if your child was abused? What if you noticed a neighbor's child being abused?
- ▶ **In your community specifically**, are there any alternative or additional steps you would take for reporting child abuse?
- ▶ **Is there anything** you would do differently if the child had a disability?
- ▶ **Is there anything** you would do differently if the child were a girl?

It is good to have a plan in place. Hopefully none of us will ever have to use these steps but in case a child needs our help, we will be ready to assist.

**Image 11** List of steps to report child abuse

1. Stay calm
2. If there is an emergency, call your local police
3. Document anything and everything you can
4. Have your child evaluated by medical and psychological professionals
5. Begin an investigation
6. If it is sexual abuse/defilement, go straight to the hospital **BEFORE** bathing your child

SESSION 4

# FINANCIAL PLANNING FOR CHILDREN



## Image 12 Expenses of children at various stages

**1. Ask participants** to get into groups of four or five. In groups, brainstorm some expected expenses of children at each of these ages: 0–6 months, 6–12 months, 1–3 years, and 3–5 years.

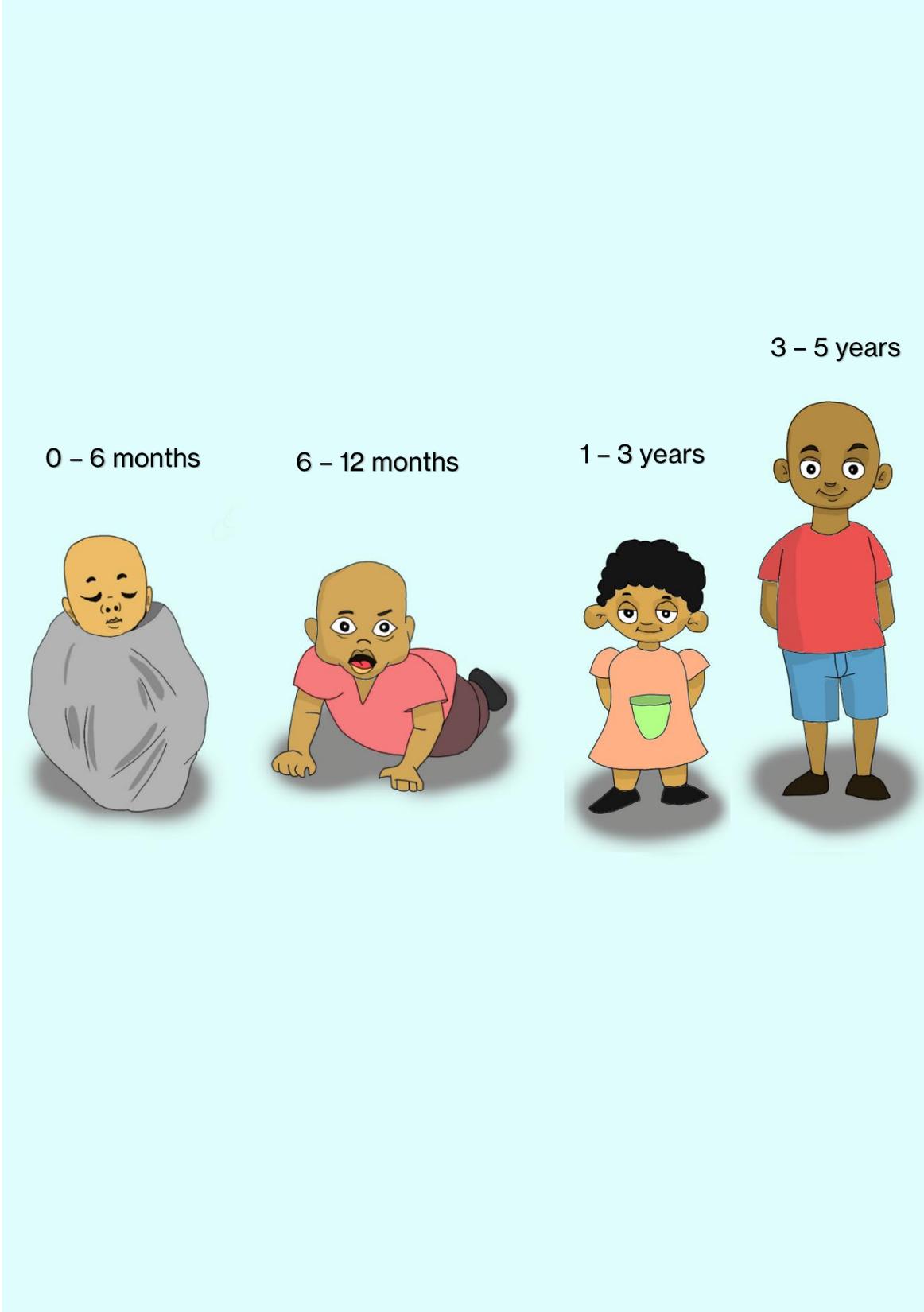
**2. After groups** have some time to discuss (5–10 minutes), ask for volunteers to share with the group what they came up with for each age group. Some potential answers are in the table below:

0–6 months	6–12 months	1–3 years	3–5 years
Newborn clothes	Diapers	Nutritious foods	School uniform
Toys	Easy-to-digest foods	Age-appropriate toys	School fees
Nutritious food for mother	Medical care	Clothes	Books and learning materials

**3. Explain to participants** that some expenditures—such as preparing for birth or joining school—can easily be foreseen and parents can start saving in advance. Even for more long-term expenses—such as for secondary or tertiary school—it is good to start planning as early as possible.

It is impossible to plan for sudden expenses, such as a death in the family or a severe illness. So, the more you can prepare for anticipated expenses the more financially stable you will be.

**Image 12** Expenses of children at various stages



## Image 13 Creating a budget

Planning a monthly or weekly budget needs to be done with your partner and other adult household members. This is something you should write down on paper and update or check regularly. For now, we will just look at a sample budget and brainstorm what we will include in our own household budgets.

**1. The first step** in budgeting is to estimate your monthly income and determine about how much money is coming into your household each month.

**2. The second step** is to plan out what to do with that money. We all have many expenses each month. Some are fixed—meaning they are the same amount month after month. Perhaps this is the rent on your house, or the fees you pay to your child’s school.

- ▶ **Ask participants** to turn to their neighbor and brainstorm what their fixed monthly expenses are. Invite a few volunteers to share.

**3. After we have budgeted** for our fixed expenses, we need to set aside an estimated amount of money to spend on flexible expenses, like food and clothing and toys. These expenses will vary each month.

- ▶ **Ask participants** to turn to their neighbor and brainstorm what some of their flexible expenses are for the month. Invite a few volunteers to share.

**4. Once we have budgeted** for our fixed and flexible expenses, we can subtract our expenses from our income to determine how much money we can aim to save each month. Any income that you do not spend becomes savings which you can use in a later month when your flexible expenses are greater. For example, perhaps you are expecting another child soon and need to save for their arrival. You can only save what you don’t spend, so if saving for something in the future is really important to your family, you might have to cut back on new clothes or toys for a few months.

**5. Now that we have our monthly budget and saving goals in place**, we can track how well we are doing against our intended budget. At the end of each month, add up your actual expenses – the total amount you actually ended up spending on food, or clothing, or school fees, for example. This will help you to see how close you were able to stick to your budget, and if you went over budget, perhaps next month you will be able to reduce your spending.

- ▶ **Is creating and following a budget** like this something you can do with your partner when you get home today?

**Image 13** Creating a budget

<b>Description</b>	<b>Monthly Budget</b>	<b>Actual Expenses</b>
<b>Income</b>		
<b>Salary 1</b>		
<b>Salary 2</b>		
<b>Fixed Expenses</b>		
<b>Rent</b>		
<b>School fees</b>		
<b>Bills</b>		
<b>Flexible Expenses</b>		
<b>Food</b>		
<b>Clothing</b>		
<b>Savings</b>		
<b>Saving for new baby</b>		
<b>Saving for new house</b>		

SESSION 5

# REVIEW OF SAFETY AND SECURITY



## Image 14 Safety and security review

**1. Instruct participants** to get into four groups. Assign each group one of the images shown and instruct them to make a skit that explains the image and shows good parenting skills to change the situation.

- ▶ **Give groups 15 minutes** to prepare their skits.

**2. Each group** will then present their skit.

- ▶ **Give time for discussion** and questions after each skit.

**Image 14** Safety and security review



**Image 14** Safety and security review





Image 14 Safety and security review



SESSION 6

# SANITATION AND HYGIENE

## Image 15 How do children get sick?

### 1. Ask participants the following questions:

- ▶ **What do you think** might be wrong with this child?

Answer: The child is sick

- ▶ **How do you think** the child might have gotten sick?

Answers: Germs from other children, exposure to fecal matter, germs from poor hygiene, parasites, hookworm

- ▶ **How can you reduce germs** and protect your child from sickness in your household?

Answers: Set up a handwashing station with soap or ash, always wash hands before cooking food, teach young child how to wash their own hands, build a latrine, require all family members to exclusively use the latrine

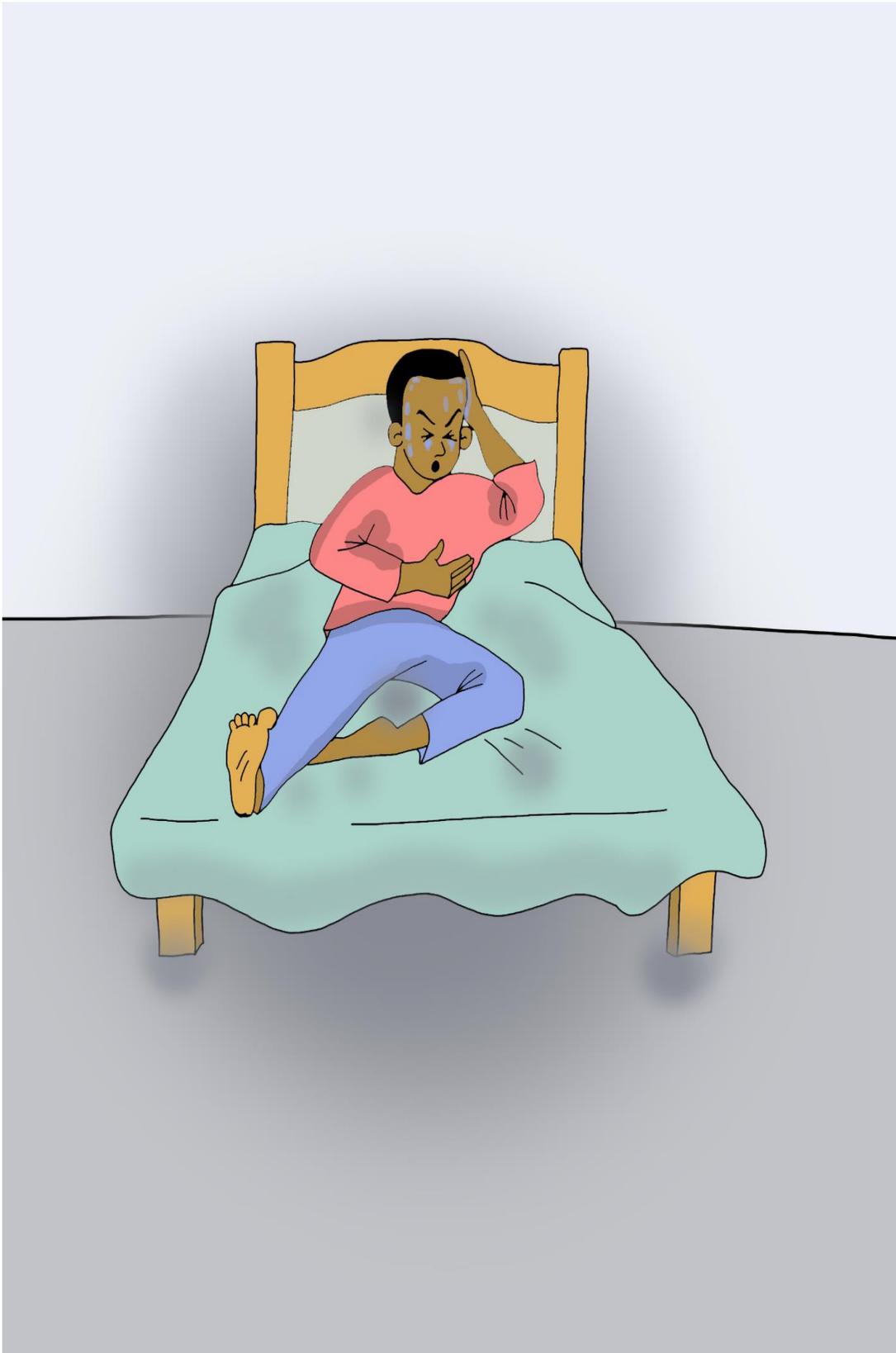
### 2. Tell participants to turn to their neighbor and discuss their household.

- ▶ **How** do they wash their hands?
- ▶ **What** kind of latrine do they have?
- ▶ **Where** do they prepare their food?

### 3. Ask them to discuss with their partner how they plan to reduce germs in their household. This might mean building a latrine if they do not have one, or increasing water storage for handwashing.

- ▶ **Invite a few volunteers** to share their plans.

**Image 15** How do children get sick?



## Image 16 Handwashing

Below are the steps to washing your hands.

### 1. Ask the group the following questions:

- ▶ **Who can tell the group the first step** in washing your hands?

Answer: Wet your hands with water

- ▶ **Who can tell the group the second step?**

Answer: Rub soap or ash on your hands

- ▶ **Third step?**

Answer: Rub all sides of your hands, wrists, and fingers for at least 30 seconds

- ▶ **Fourth step?**

Answer: Rinse your hands with water until the soap or ash is gone

- ▶ **Fifth step?**

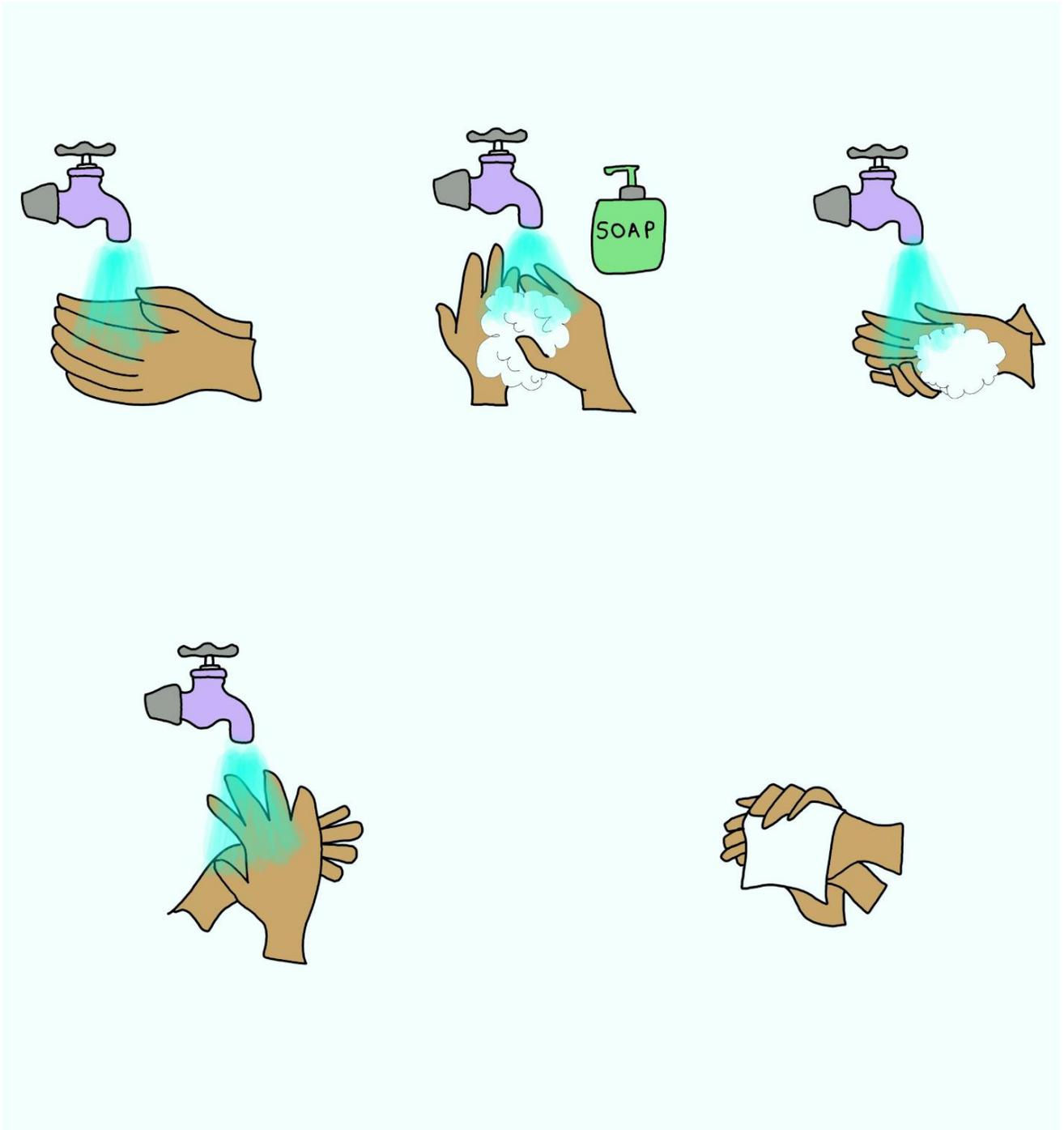
Answer: Dry your hands by waving them in the air; if a clean towel is available, use that to pat your hands dry

**2. Without a timer,** it can be hard to know how long thirty seconds is. Let's all rub our hands together as if we were washing them and count to 30 as a group.

- ▶ **As a group,** try to think of a well-known song that takes about 30 seconds that can be sung while washing hands.

*If a handwashing station is available, demonstrate how to properly wash your hands and then have each person take turns coming up to the station and washing their hands. If any children are present, demonstrate how to help the child wash their hands. Then have the parent of the child practice helping their child wash their hands.*

**Image 16** Handwashing



## Image 17 Use the latrine

### 1. Ask participants the following questions and repeat answers that are very good.

- ▶ **What** do you see in this picture?

Answer: The child is in danger because of the nearby open defecation

- ▶ **Raise your hand** if you have ever seen someone defecate on the ground. Why is this a bad practice?

Answer: Not only does it smell, but it puts germs and hookworms into the ground, which can easily be picked up by children playing, people walking barefoot, animals grazing, water flowing into a nearby stream, etc.

- ▶ **What** are the dangers of open defecation?

Answer: It pollutes the environment, it increases germs and hookworms—which make people very sick, it smells and is dirty, and it can cause harm to grazing animals

- ▶ **Why** don't all households have a latrine in their compound? What barriers might stop people from building one?

- ▶ **If this was your child**, what would you do?

- ▶ **If a toddler** is too young to use the latrine, what can be done?

Answer: Use a cloth diaper, teach children to use the latrine from a young age, if a child defecates on the ground scoop it up and put it in the latrine so they do not get sick from it later

- ▶ **How do germs** make children (and adults) sick?

Answer: Germs are all around us; if germs get into your mouth through food (or by putting hands in mouths as babies often do) then they are in the body and can quickly cause a cold, a fever, diarrhea, and other illnesses

- ▶ **When** is it most important to wash your hands?

Answer: Before handling food and after using the latrine

- ▶ **Why** do we wash our hands after using the latrine?

Answer: Poop and pee have many germs and can easily make people sick; it is important to remove these germs from your hands after you use the latrine

- ▶ **Why** do we wash our hands before eating food?

Answer: If you have germs on your hands, those germs will get on your food and enter your body when you eat; this can quickly lead to sickness

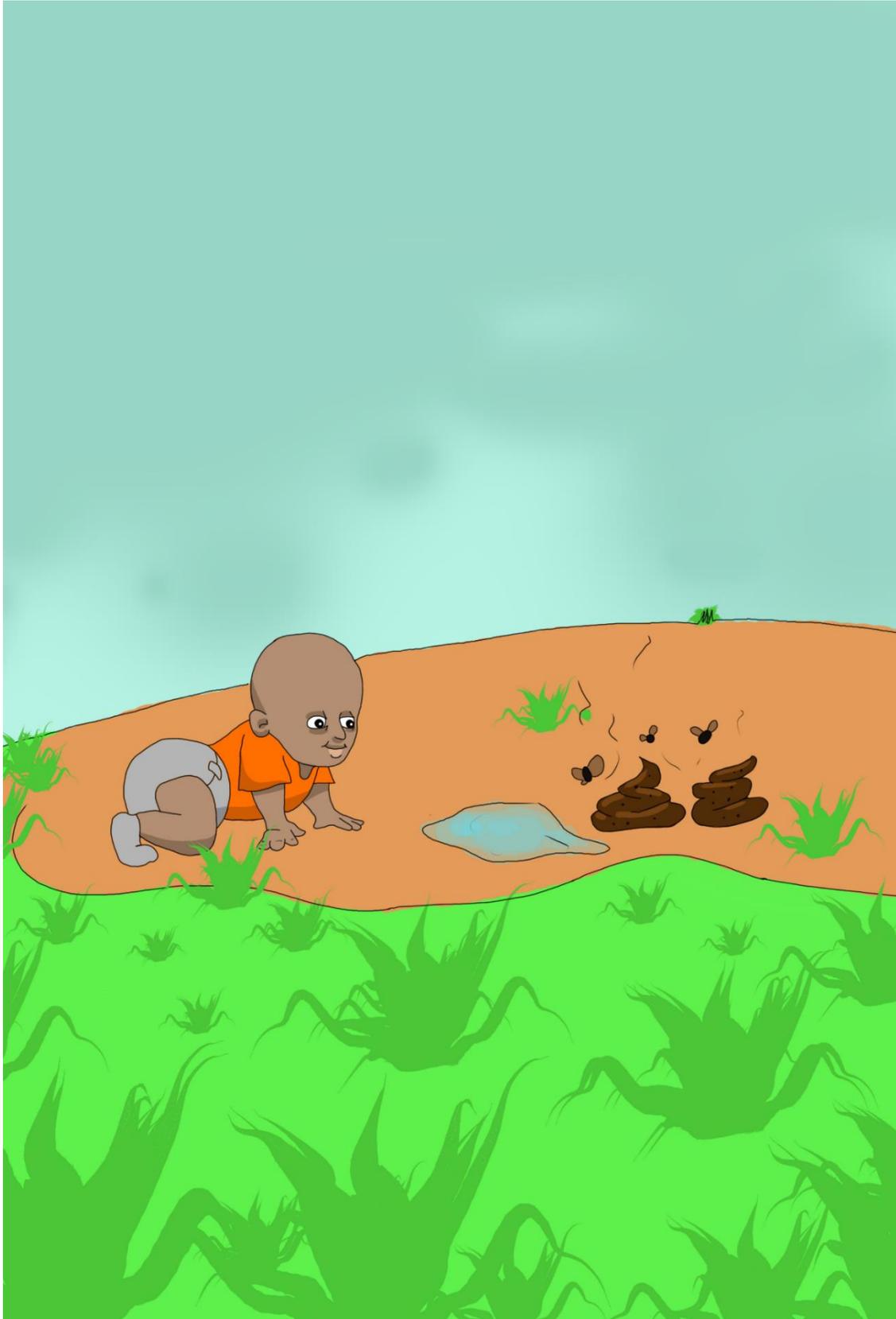
- ▶ **Is it okay** to wash hands with water alone?

Answer: Water alone is better than nothing, but only soap or ash will get germs off your hands

- ▶ **Can you tell** if your hands are dirty just by looking at them?

No; germs are too small to see with our eyes—so hands might look clean but still be covered in germs; that's why it is important to always wash hands after using the latrine and before handling food

**Image 17** Use the latrine



SESSION 7

# COMMON CHILDHOOD DISEASES, HIV/AIDS, AND FIRST AID



## Image 18 Malaria

1. **Ask participants** the following questions. Read them the provided answer after some discussion.

- ▶ **What** is Malaria?

Answer: It is a serious disease caused by a parasite that infects the blood.

- ▶ **Who** is at risk of getting the disease?

Any person can get malaria if they are bitten by a mosquito in a region where malaria occurs.

- ▶ **What** are the symptoms and signs of the disease?

Fever, chills, headache, and sweating are the most commonly seen symptoms. Less common symptoms are a cough, diarrhea, issues with breathing, muscle pain, and vomiting. Once infected, a person may have symptoms on and off throughout their life. Symptoms may appear as soon as nine days after exposure.

- ▶ **How** is the disease spread?

Infected humans carry the malaria parasite in their bloodstream. Malaria is spread when a mosquito ingests blood from an infected person. The mosquito then passes malaria on to the next person it bites. Although very rare, malaria can be passed on to an infant born to an infected mother.

- ▶ **How** do you treat the disease?

If you have malaria you should immediately seek medical attention. If diagnosed early, it can be effectively treated. You will need to see a nurse or doctor.

- ▶ **Is there** a vaccine available for the disease?

No.

- ▶ **How** is the disease prevented and controlled?

There are oral drugs that can be taken; for more information visit your health center. Also, preventing exposure to mosquito bites will help prevent malaria infections. This means using a treated mosquito net around your bed and your child's bed while sleeping, using insect repellent if available, and clearing up any still water near your home where mosquitos could breed.

**Image 18** Malaria



## Image 19 Pneumonia

1. Ask participants the following questions. Read them the provided answer after some discussion.

- ▶ **What** is Pneumonia?

Answer: Pneumonia is an infection of the lungs that can cause mild to severe illness.

- ▶ **What** causes the infection?

Answer: Pneumonia can be caused by viruses, bacteria, and fungi. The most common cause of pneumonia is the flu.

- ▶ **Who** is at risk of getting the disease?

Answer: Anyone can get pneumonia. However, you are more likely to become ill with pneumonia if you smoke, have existing medical conditions like asthma or diabetes, are over 65 years old, or are under 5 years old.

- ▶ **What** are the symptoms and signs of the disease?

Answer: Most people experience a cough, fever, and difficulty breathing.

- ▶ **How** is the disease spread?

Answer: The viruses and bacteria that cause pneumonia usually spread in small droplets when an infected person coughs or sneezes into the air. If you are nearby, you can breathe in these droplets or they can land in your nose or mouth. You can also pick up germs that cause pneumonia by shaking hands with someone who has pneumonia.

- ▶ **How** can you protect your child from pneumonia?

Answer: You can get a vaccine from the hospital or health center which will reduce your child's risk of getting pneumonia. You should also wash your child's hands frequently. If there is someone in your household who is coughing and feverish, try to limit your child's contact with them.

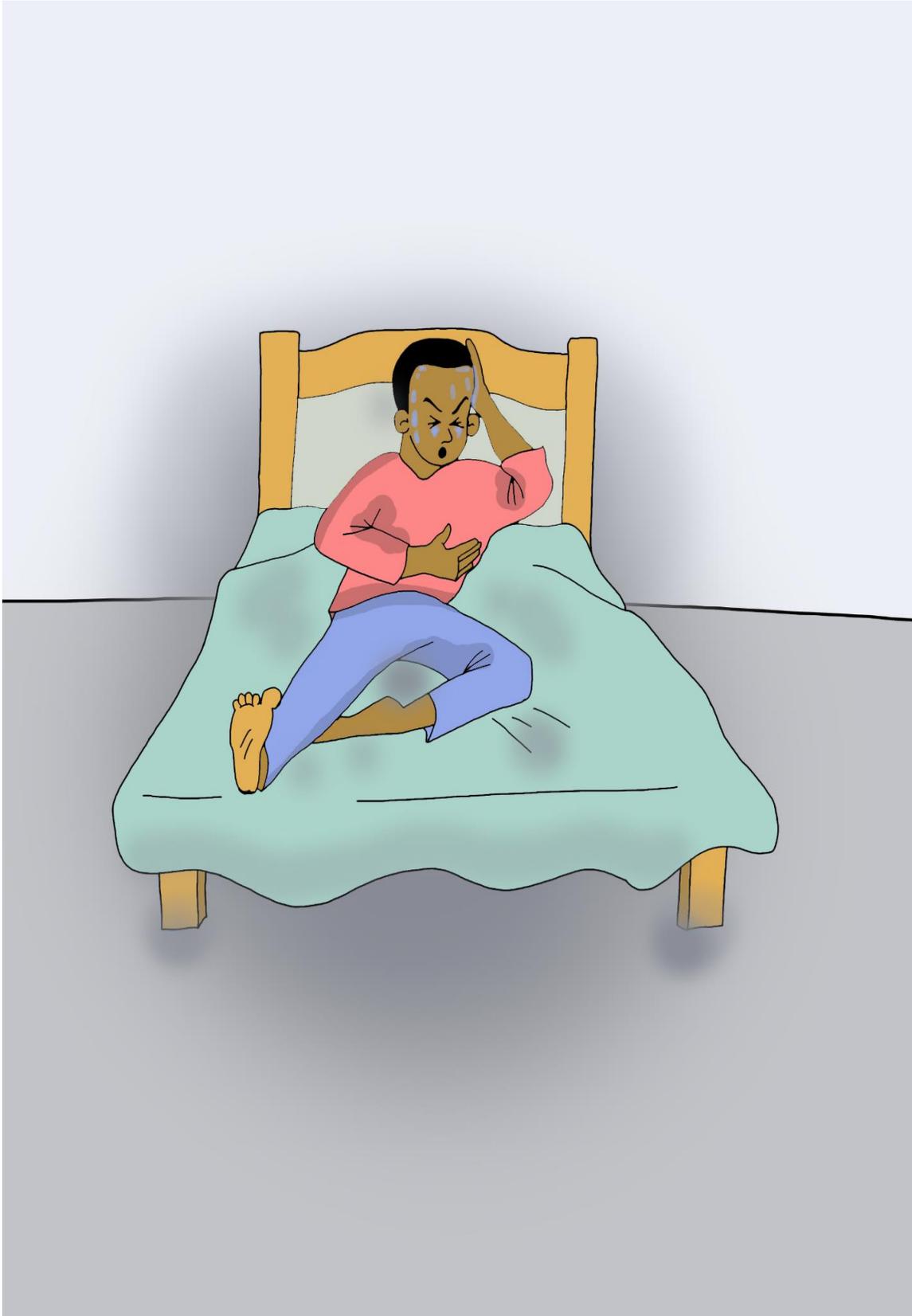
- ▶ **How** is pneumonia treated?

Answer: Pneumonia can be treated with antibiotics and medication which you can get from a health center or hospital. If you or your child experience symptoms, you need to seek medical attention in order to be treated correctly.

- ▶ **How** is the disease prevented and controlled?

Answer: in addition to vaccination, you can protect yourself and your child against pneumonia by washing your hands frequently with soap and water, covering your nose and mouth with a tissue or in your arm when you cough or sneeze, and treating any other medical problems you might have.

**Image 19** Pneumonia



## Image 20 Diarrhea

1. Ask participants the following questions. Read them the provided answer after some discussion.

- ▶ **What** is diarrhea?

Answer: Diarrhea is an increase in the frequency and liquidity of bowel movements.

- ▶ **What** causes diarrhea?

Answer: Many different things can cause diarrhea. Usually, germs cause diarrhea. Sometimes a person can have diarrhea without being contagious, such as when diarrhea is caused by certain foods, medications, or chronic diseases.

- ▶ **Who** is at risk of getting the disease?

Answer: Anyone can get diarrhea.

- ▶ **What** are the symptoms and signs of the disease?

Answer: Symptoms of diarrhea are frequent bowel movements that are more liquid than usual. Sometimes diarrhea is accompanied by fever, vomiting, stomach pain, and loss of appetite.

- ▶ **How** is the disease spread?

Answer: When diarrhea is caused by germs, the illness can be spread from one person to another if the germ gets into the body through the mouth. Germs causing diarrhea can be spread through food, water, or an object that has been touched by someone who is sick. This occurs when a person accidentally puts something that is contaminated in his/her mouth. This makes toddlers especially at risk of diarrhea.

- ▶ **How** is the disease treated?

Answer: The key to treating diarrhea is determining the cause of the diarrhea. To determine the cause of the diarrhea you will likely have to visit a nurse at your local health center. The nurse will help you to treat it once the type of diarrhea is determined. Diarrhea often leads to dehydration (a lack of liquid in your body), which can be very dangerous. For this reason, it is important to drink more water or other fluids than usual when experiencing diarrhea.

- ▶ **How** can you prevent your child from getting diarrhea?

Answer: Make sure that both children and adults follow good handwashing practices and wash hands well after using the latrine and before eating food. Make sure that there is no open defecation near your home and that your child is not at risk of touching poop when they are crawling or playing. Everyone in and around your home should use only the latrine.

**Image 20** Diarrhea



## Image 21 HIV/AIDS

1. **Ask the group**, can you tell who in this picture is infected with HIV?

- ▶ **The answer is no**, unless the person has AIDS and is obviously terminally ill, it is nearly impossible to tell if someone is infected with HIV.

2. **Ask the group**, what do you think about this?

This means several things:

- ▶ **We can only know** someone's HIV status if they share it with us. That means that we cannot know for certain the status of our sexual partners.
- ▶ **People with HIV** are living life to the fullest all around the world. They work, they provide for their families, they engage with their friends, and they should not be treated any differently because of their HIV status.
- ▶ **Even if we feel** perfectly healthy, it is possible that we have contracted HIV. As such, it is important to regularly be tested for HIV. If possible, get tested at the health center once per year or after you have had sex with a new partner.



SESSION 8

# NUTRITION



## Image 22 The perfect plate

There are three major food groups that everyone, especially young children, should be eating. This plate shows the ideal proportions of food a child should be eating with each meal, if possible.

**1. The largest section** on the plate is fruits and vegetables. The ideal plate will be half full of fruits and/or vegetables.

- ▶ **Ask participants:** What are some examples of fruits and vegetables?
- ▶ **Why** are they important for growth?

Answer: They are important sources of vitamins, minerals, and fiber. They help children grow, have healthy skin, and avoid infections and illness. Fruits also contain fiber which is good for the stomach and helps prevent constipation.

**2. The next section** of the plate is proteins, which means meat, fish, eggs, and beans. The ideal plate will be  $\frac{1}{4}$  full of protein.

- ▶ **Ask participants:** What are some examples of proteins?

Answers: Meat, fish, eggs, beans, poultry, nuts

- ▶ **Why** are they important for growth?

Answer: Protein is needed to build muscle. It also helps the brain develop and grow. More protein = smarter children.

**3. The last section** of the plate is called carbohydrates, which means pasta, rice, potatoes, bread, and other grains and starches. The ideal plate will be  $\frac{1}{4}$  full of carbohydrates.

- ▶ **Ask participants:** What are some examples of carbohydrates?

Answers: Bread, rice, pasta, grains, cereals, plantains, potatoes

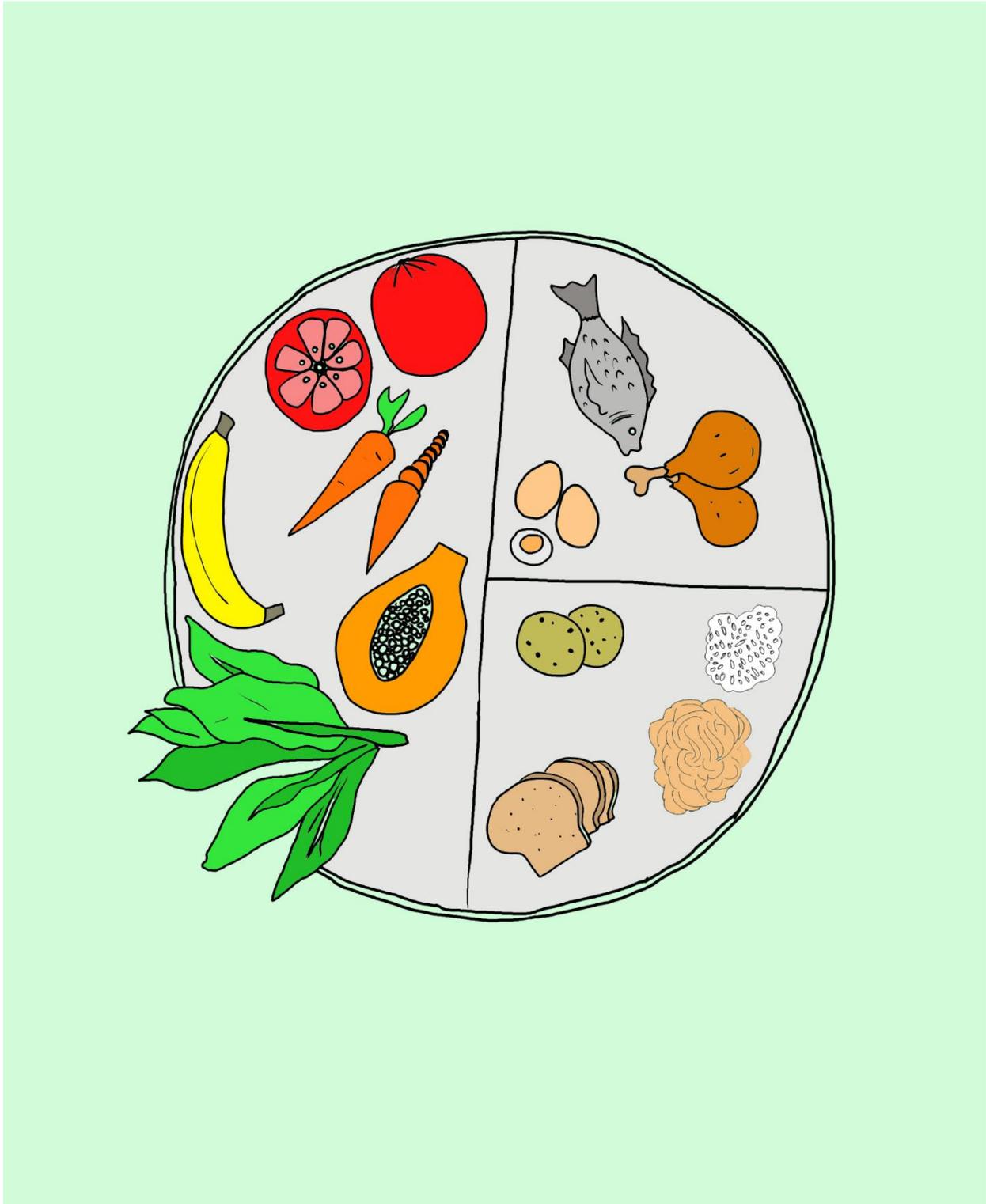
- ▶ **Why** are they important for growth?

Answers: They provide the body with most of the energy it needs. They also provide fiber, which is important for digestive health. Because grains take a while to digest, they provide energy to the body over a long period of time.

- ▶ **Ask participants:** Is this type of plate every day possible for them?
- ▶ **What** are some barriers to feeding their child like this?

Let parents know that the more they can change what's included on their child's plate each day, the healthier their child will be.

**Image 22** The perfect plate



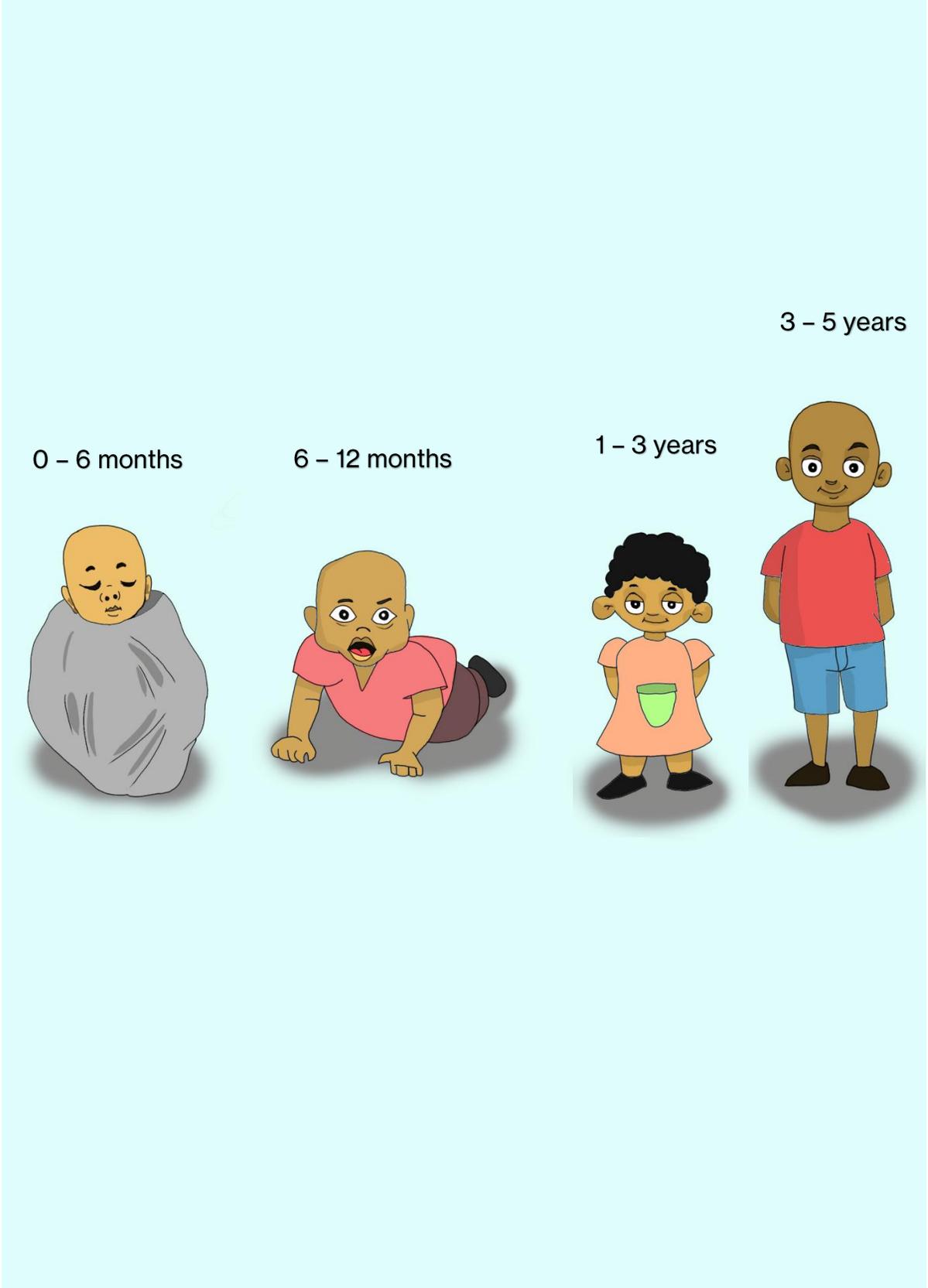
## Image 23 Age-appropriate meals

1. Ask participants the following questions. The table below provides some good answers.

- ▶ **What** is a good and healthy meal for a child aged 0–6 months?
- ▶ **What** is a good and healthy meal for a child aged 6–12 months?
- ▶ **What** is a good and healthy meal for a child aged 1–3 years?
- ▶ **What** is a good and healthy meal for a child aged 3–5 years?

0–6 months	6–12 months	1–3 years	3–5 years
Breast milk as frequently as the baby wants	Breast milk twice a day and a banana	Three meals a day with protein, vegetable, fruit, and carbohydrate included each day	Three full meals a day with snacks in between; each meal should ideally have some protein, some carbohydrate, and some vegetable/fruit
	Breast milk and a bowl of porridge	Snacks such as ripe banana, mango, hardboiled egg	Small pieces of boneless chicken breast, a cup of rice, and pieces of boiled carrot
	Breast milk and a scrambled egg	Food cut into small, soft pieces so the child can pick it up and chew it comfortably	A scrambled egg, a piece of bread, and cut-up mango
	Breast milk and an avocado	Avoid sugary foods and sweets	
	Breast milk and chicken breast	Plenty of clean water	

**Image 23** Age-appropriate meals



## Image 24 Cleaning foods

### 1. Ask participants:

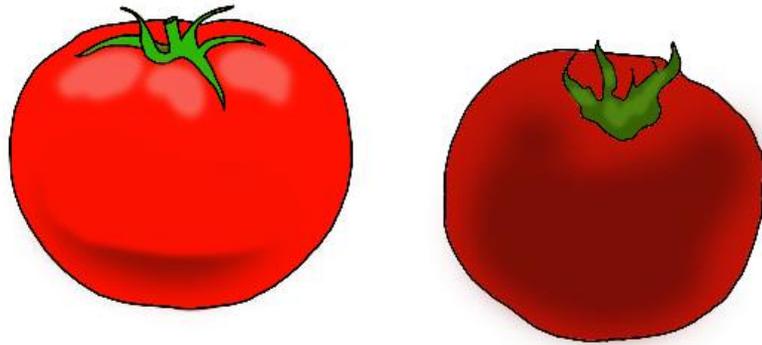
- ▶ **What** would you do before eating the tomato on the left? What about the one on the right?

Both of these tomatoes would need to be washed with clean water before they are eaten. Just like our hands, they may not look dirty but still need to be washed before cutting or chopping because they probably are covered in germs. The best way to make sure water is clean and free of bacteria is by boiling it. If you boil water, it will kill any germs that are in the water.

- ▶ **What** are some other important things to do to keep your cooking area and foods clean?

Answers:

- *Always wash hands before preparing or eating food. If your son or daughter is helping you prepare food, make sure they wash their hands too.*
- *Keep food preparation areas, serving and eating areas, and utensils clean.*
- *Wash any utensils and surfaces that have come into contact with meat, poultry, or fish with boiling hot water and soap right away. Raw meat is covered in bacteria which can cause severe illness if ingested.*
- *Keep rubbish in a covered bin and empty it regularly.*
- *If you need to sneeze or cough while preparing food, hide your mouth and nose in your elbow and turn away from the food.*
- *If you are suffering from an infectious disease such as diarrhea, do not handle food.*
- *Use clean water for drinking and food preparation. Either boil water or treat it with appropriate chemicals.*
- *Store drinking water in a covered container that is cleaned at least once a week.*
- *Cook raw foods—especially poultry, meat, and eggs—thoroughly.*
- *If fruits or vegetables have any bruises, remove the bruises before eating to get rid of any mold or bacteria.*
- *Cover all food with cloth or a lid to keep pests, dust, and other contaminants away.*



## Image 25 Preparing a meal

**1. In this activity,** we are going to brainstorm healthy meals to prepare for our children using only the six foods pictured here.

The facilitator should go first, providing an example for the rest of the group. One example is: hardboiled egg, cooked carrots, and rice.

- ▶ **Ask participants** to turn to their neighbor and brainstorm different healthy meals to create using just these ingredients.
- ▶ **Ask for a few volunteers** to share one of their meal ideas.

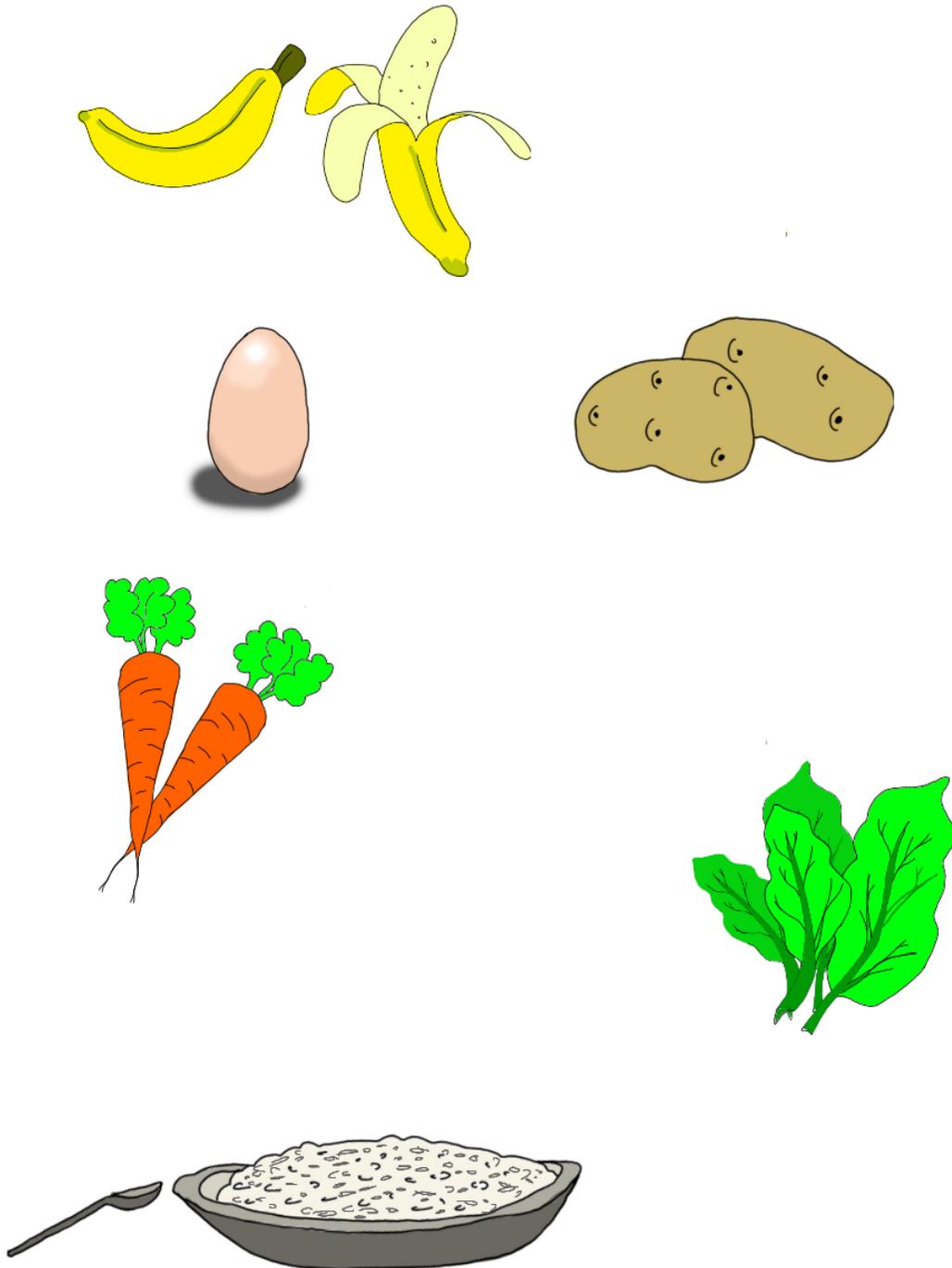
Even with limited selections of foods we can still make diverse meals for girls and boys. This will help our children get all the nutrients and vitamins they need to grow big and strong.

- ▶ **Ask participants,** should girls and boys eat the same foods?

The answer is yes!

Participants should know that children, including boys, love to help with cooking. Encourage participants to invite their sons and daughters to help them prepare food.

**Image 25** Preparing a meal



SESSION 9

# KITCHEN GARDENING



## Image 26 Planning for a kitchen garden

1. **There are a number** of things to think about before starting a kitchen garden. Ask the group:

- ▶ **What** do you think are some important things to consider?
- ▶ **Who** will help do the work?

2. **Ask the group** the following questions and instruct them to share their thoughts/responses with their neighbor:

- ▶ **Do you have** an available plot of land in your compound that you could turn into a garden?
- ▶ **Does** the plot of land get enough sunlight?
- ▶ **Do you have** enough access to clean water to be able to water your crops?
- ▶ **Who** will help you prepare the plot of land for planting?
- ▶ **How** will each of your family members (spouse, sons, daughters, and others) play their part in helping with the garden?
- ▶ **What** crops and vegetables grow best in your area?
- ▶ **What** vegetables do you want to plant (either because your family likes them or because you know they are expensive at the market)?
- ▶ **What** do you want to do with your crops when they are ready to harvest?

3. **Once you have decided** to start a garden, there are some important things to keep in mind to help your garden grow for years and years.

- ▶ **Ask participants**, what are some other things to consider when starting your garden?

Potential answers: Keep the garden close to your house to avoid theft, consider your family's food preferences, build a fence to protect from animals, clean drainage so excess rainwater does not flood the garden, both wife and husband need to be involved in planning and share responsibility equally

Good Planting Practices		
It is good practice to rotate your crops. You do not want to plant the same vegetable every year in the same location because it will deplete the nutrients in the soil and lead to many weeds, pests, and diseases. One year you may want to plant tomatoes and the next year plant cabbage.	It is good practice to inter-plant. This means that you plant two or more species of plant in alternating rows. This way different vegetables grow next to each other which will help with weed control and sustain the nutrients in the soil.	Some plants can grow all year round and be sown several times a year. For these plants, it is helpful to stagger their planting so you can always have a supply of that vegetable. For example, you can sow seeds at 30-day intervals and then continuously harvest that fresh vegetable.

**Image 26** Planning for a kitchen garden



SESSION 10

# REVIEW OF HEALTH AND NUTRITION



## Image 27 Scenario

**1. With participants** situated in groups of four or five, ask each group to think about the picture displayed and answer the following questions. Let them know that there are many possible answers, but to be creative and think about all we have discussed over the past four sessions.

- ▶ **What** do you see in this picture?
- ▶ **What** might be wrong with this child?

Possible answers: The boy is sick and malnourished, he is suffering from diarrhea, he is suffering from malaria or another disease, he is at risk from the nearby open defecation, or he is injured

- ▶ **If you were** his parent or caregiver, what would you do to change this image?

Possible answers: Ensure there is no open defecation near your home, take the child to the health center to be treated for diarrhea, use that plot of land to plant a kitchen garden so you can give your son more nutritional foods, hold a clean cloth on his wound to stop the bleeding

- ▶ **Ask for each group** to share their responses to the two questions.



SESSION 11

# LOVE AND RESPECT IN THE FAMILY



## Image 28 Good parenting

### 1. Ask participants the following:

- ▶ **How** do these pictures make you feel?
- ▶ **Raise your hand** if you tell your child you love them.
  - **How do you think your child feels when you tell them you love them?**
- ▶ **Raise your hand** if you communicate openly with your spouse.
  - **Call on someone who raised their hand and ask them about the last important conversation they had with their spouse.**
- ▶ **Raise your hand** if you play with your child.
  - **Call on someone who raised their hand and ask them what was the last game they played with their child?**
- ▶ **Raise your hand** if you are eager to provide for your child.
  - **Ask for a volunteer to describe how they provide for their child. Is there anything else they wish they could do to provide more for their child?**
- ▶ **If a child** smiles, how does a loving parent respond?

Possible answer: A loving parent smiles back, talks to, or hugs the child.

- ▶ **If a child** is sitting and fussing with nothing to do, how does a loving parent respond?

Possible answer: A loving parent can hug the child and then find them something to play with or they can talk to the child.

- ▶ **If a child** spills water while trying to wash his/her hands, how does a loving parent respond?

Possible answer: A loving parent praises their child's attempt to wash their hands and shows the child how not to spill the water.

- ▶ **If a child** cries, how does a loving parent respond?

Possible answer: A loving parent tries to figure out why the child is crying. If the child can speak they can ask them what's wrong; if not, they can hold the baby, sing, feed, burp, or check if the baby needs to be cleaned.

- ▶ **Do boys and girls** need the same love and communication from their parents?

Answer: Yes.

**Image 28** Good parenting



## Image 29 Family picture

**1. Ask participants** the following questions:

- ▶ **Which** family in these pictures would you rather be?
- ▶ **Why** would you prefer that family?
- ▶ **What** do you think some differences might be between these two families?

No family is always perfectly happy, there will always be difficulties and challenges that arise. But we can all work hard to help our families look more like the picture of the smiling family.

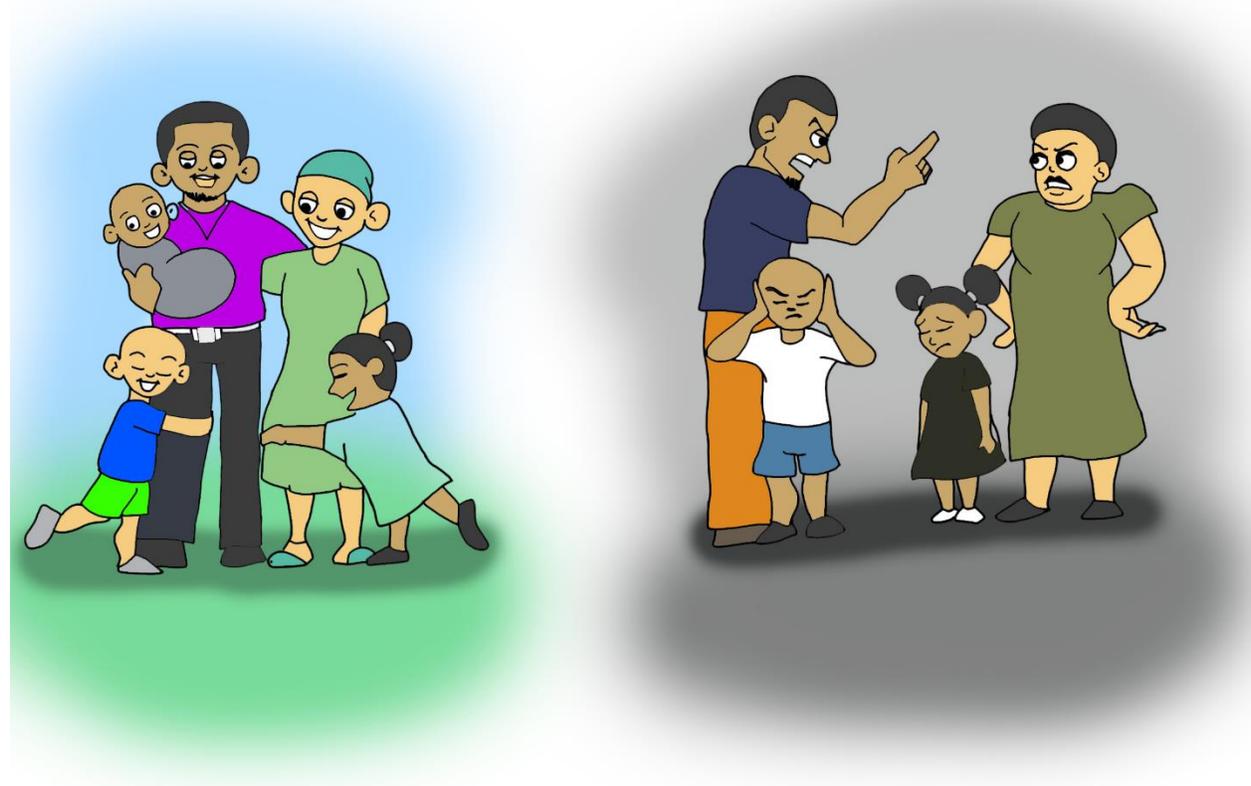
**2. Ask participants** to think about their own family and some problems they are currently facing.

- ▶ **What** is something that is making you worried or angry or sad?

**3. Instruct participants** to turn to their neighbor and share one problem they are facing. In pairs, brainstorm some ways you could address the problem to help your family be happier.

**4. Ask participants** if any volunteers would feel comfortable sharing their problem with the group. If someone is willing to share, brainstorm as a full group some positive ways to address the problem.

**Image 29** Family picture



## Image 30 Mother and child

**1. This web** represents a household. The happiness, protection, and growth of the toddler in the middle here depend on the strength of all the relationships and connections around it.

- ▶ **If the link** between the father and the baby were taken away, what would happen to the baby? What would happen to the rest of the family?
- ▶ **If the link** between the father and the mother were taken away, what would happen to the baby? What would happen to the whole family?

**2. Mother-child relationship:** The love a mother has for her children and they have for their mother is an important bond. Loving a child is more than feeding or washing; it makes you happy and it makes your child happy.

- ▶ **How** do a mother and child build their relationship?
- ▶ **What** might harm a mother-child relationship?
- ▶ **How** does a mother-child relationship affect the entire family?

**3. Father and child:** Fathers are as important in a child's life as mothers. The more actively involved a father is in raising/caring for his children, the happier and healthier the children will be. Fathers should feed, wash, and play with their child just as a mother does.

- ▶ **How** do a father and child build their relationship?
- ▶ **What** might harm a father-child relationship?
- ▶ **How** does a father-child relationship affect the entire family?

**4. Mother and father:** Parents who respect each other are able to work together as a team. This makes parenting easier and the entire family happier. Children learn about love and respect by watching their parents.

- ▶ **How** do a mother and father build their relationship?
- ▶ **What** might harm a mother-father relationship?
- ▶ **How** does a mother-father relationship affect the entire family?

**5. Mother and herself:** People often forget they have a relationship with themselves. A mother needs to take time for herself and keep herself happy and healthy. A mother who is too stressed might not respond positively to her baby. Taking care of yourself will help you be a good mother.

- ▶ **How** does a mother take care of herself and her health?
- ▶ **What** can harm a mother's personal wellbeing?

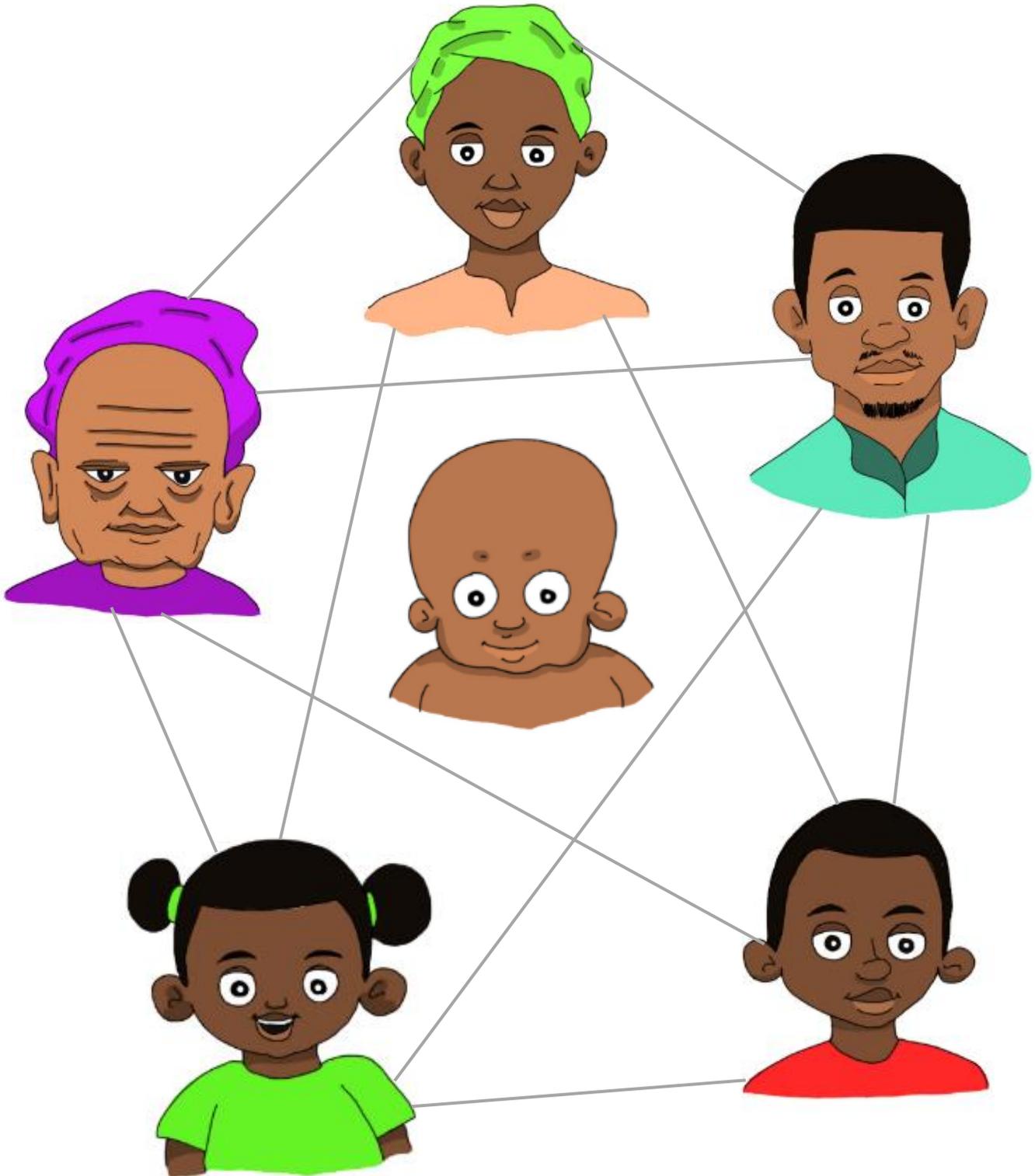
**6. Father and himself:** Just as for mothers, a father needs to take time for himself and needs to keep himself happy and healthy. If a father is too stressed he might not show love and respect. Taking care of yourself will help you be a good father.

- ▶ **How** does a father take care of himself and his health?
- ▶ **What** can harm a father's personal wellbeing?

**7. Siblings:** Children learn a lot from each other. Oftentimes, siblings teach each other how to communicate with their peers, how to share, and how to respect others.

- ▶ **How** do siblings build their relationship?
- ▶ **What** might harm a sibling relationship?
- ▶ **How** might a sibling relationship affect the whole family?

**Image 30** Mother and child



SESSION 12

# POSITIVE DISCIPLINING



## Image 31 Managing anger

### 1. Ask the participants the following questions:

- ▶ **What** did this child do?

Answer: Broke a vase

- ▶ **How** do you think this child feels?

Possible answer: Guilty and afraid of punishment

- ▶ **Let's assume** the child broke the vase on accident. How would you feel if this were your child and your vase?

Possible answers: Angry, sad, frustrated

- ▶ **Who** can think of a negative or hurtful way this boy's mother or father could respond?

Possible answers: Hitting the child, screaming at the child

- ▶ **Who** could think of a respectful and constructive way the boy's mother or father could respond?

Possible answer: Tell the child how his/her actions make you feel and ask him/her to be more careful with your belongings

- ▶ **Now** let's assume the child broke the vase on purpose. Would this change how you would discipline the child? How?

- ▶ **What** are some respectful and constructive ways the boy's mother/father could respond in this situation?

Possible answers: Tell the child how his/her actions make you feel and give him/her a clear punishment—such as not playing outside with his friends or doing extra chores.

### 2. Ask for some volunteers to share a story of when their child did something that made them very angry. What did their child do? How did they respond? Now that the situation is in the past and they are no longer angry, is there a way they could have responded better?

As much as possible, consequences should be logical. Similar standards of expectations should be applied to all children, male or female.



## Image 32 Rules and consequences

1. **Read the group** the following key messages. Leave time for discussion between each message. After each message ask the group:

- ▶ **What** do you think about this message? Is it possible to follow?
  - There are no bad children, just bad behavior
  - Instead of pointing out what the child did wrong, show the child how to set things right
  - Be kind but firm, show empathy and respect
  - Whenever possible, offer choices
  - Treat mistakes as opportunities to learn
  - Set clear expectations and boundaries, and be consistent
  - Use single-word reminders or questions or state facts, instead of ordering or demanding compliance
  - Work together to come up with a mutually agreed-upon consequence
  
- ▶ **After** all messages have been read, ask the participants: are there any other key messages you believe should be included?

It is important to remember that boys and girls should be treated the same, with the same rules and consequences.

## Image 32 Rules and consequences

1. There are no bad children, just bad behavior
2. Instead of pointing out what the child did wrong, show the child how to set things right
3. Be kind but firm, show empathy and respect
4. Whenever possible, offer choices
5. Treat mistakes as opportunities to learn
6. Set clear expectations and boundaries, and be consistent
7. Use single-word reminders or questions or state facts, instead of ordering or demanding compliance
8. Work together to come up with a mutually agreed-upon consequence

SESSION 13

# GENDER EQUALITY AND AWARENESS



## Image 33 Sex or gender?

### 1. Ask participants the following questions:

- ▶ **Look** at the two babies in the first row. What differences do you see?

Answer: None. The only difference is that one baby is male and one is female.

- ▶ **At this age**, is there anything you would do differently in caring for the male baby or the female baby?

Answer: No

- ▶ **Look** at these two children. What differences do you see?

Possible answers: One is a boy, one is wearing a dress, one has long hair

- ▶ **At this age**, is there anything you would do differently in caring for the male child or the female child?

Good answer: No.

- ▶ **Are there any** differences in what they are physically able to do?

Good answer: very little differences. The boy might have stronger muscles because it is easier for boys to develop muscles in general.

- ▶ **Look** at these two adults. What differences do you see?

Answers: One is a male, one has breasts, one is wearing a tie, one is wearing a skirt

- ▶ **What** can this woman do that this man cannot do?

Possible answer: Give birth, breast feed

- ▶ **What** can this man do that this woman cannot do?

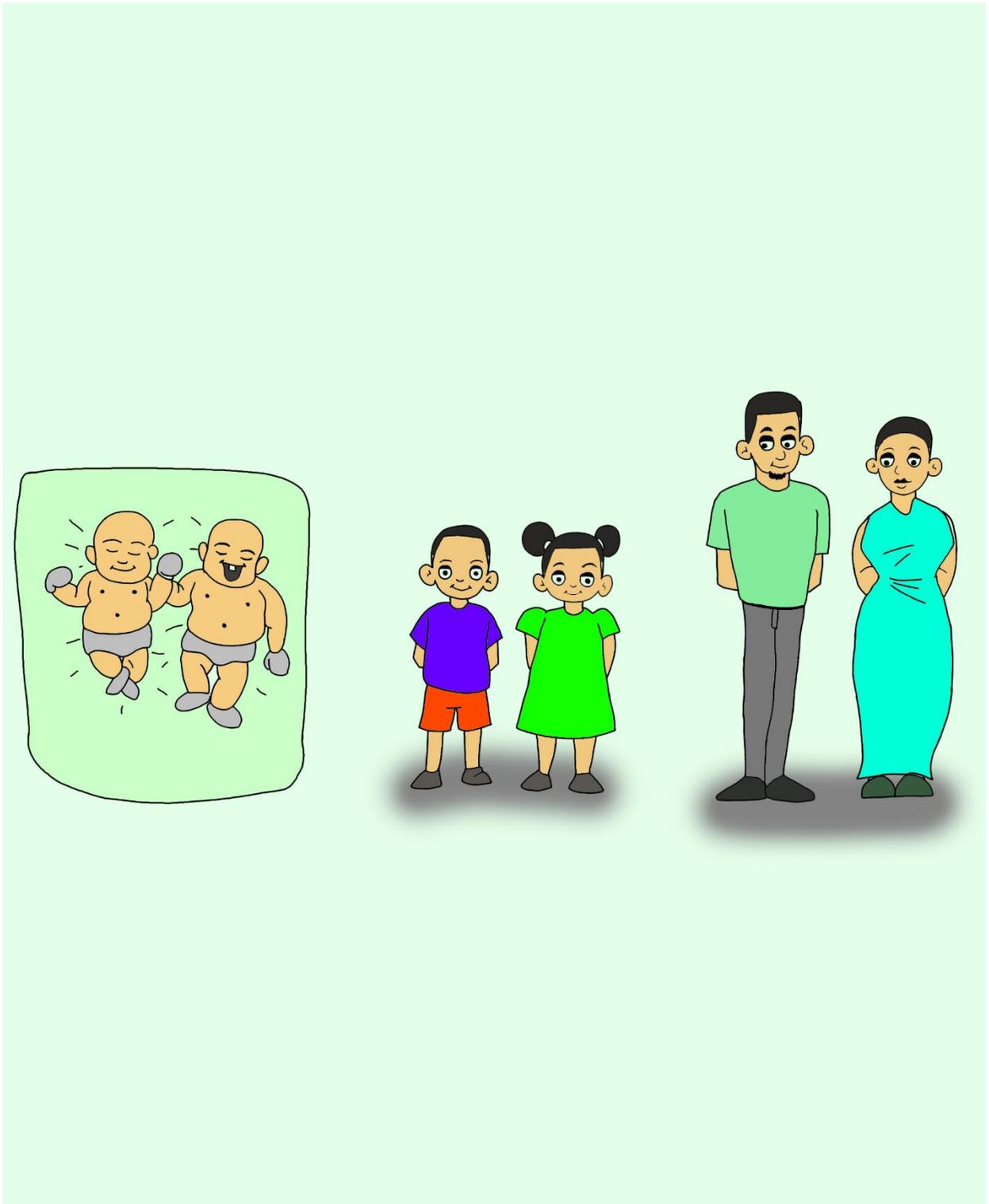
Possible answer: Lift heavy objects

**2. In many cultures** gender stereotypes start very young. This may mean putting a baby girl in a pink dress, or it may mean enrolling a three year old boy in pre-primary, but not a three-year-old girl. While a pink dress may not significantly impact the baby girl's life, not attending pre-primary school like her brother will severely impact her intelligence and readiness for school.

### 3. Ask participants to turn to their neighbor.

- ▶ **What** are some ways you can make sure your boy and girl children are treated equally with the same access to health, education, shelter, and safety?

**Image 33** Sex or gender?



## Image 34 Self care

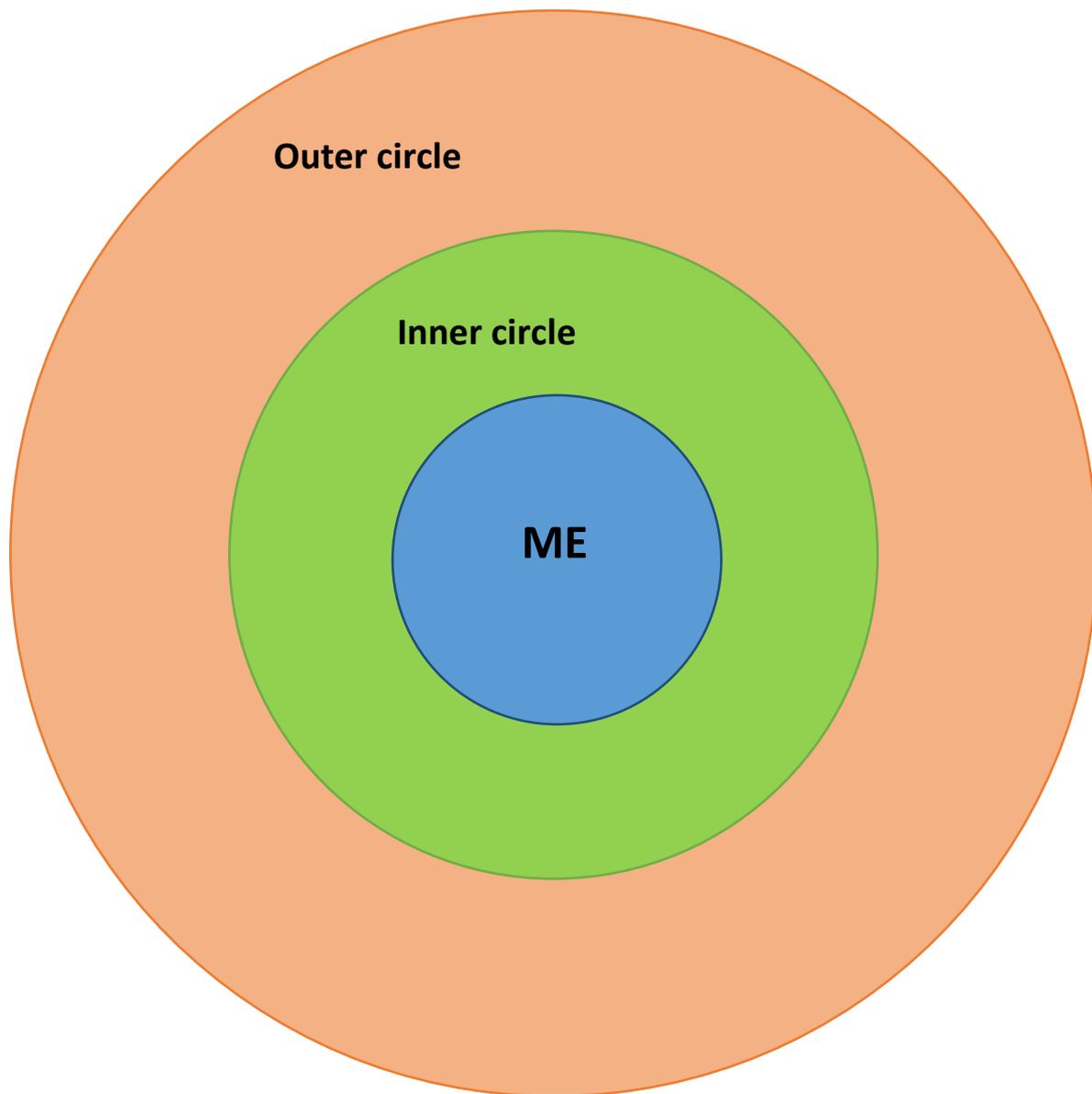
**1. This exercise** will allow you to reflect on who is important in your life and who supports you emotionally or helps you to talk through problems. Looking at the diagram, put yourself in the center circle.

- ▶ **In the green circle**, put the people you are emotionally closest to—people you can go to with your problems or who bring you happiness and joy.
- ▶ **The farther** you place people from you in the center circle, the less close you feel to that person.
- ▶ **Focus** on emotional closeness, not physical closeness.

**2. After participants** have had five minutes to reflect on who to put in each circle, instruct them to turn to their neighbor and share one relationship with them. Tell them where you put that person and why.

- ▶ **Ask participants:** how did you feel doing this exercise?
- ▶ **Is there** someone in your outer circle who you wish you could be closer to?
- ▶ **How** might you go about bringing that person into your inner circle?

It is okay for people to move from an inner circle to an outer circle or vice versa. The most important thing is to be aware of who makes you feel supported and happy and who does not make you feel this way. Focus on those who help you be happy and let them know that they are important to you.



SESSION 14

# INCLUDING FATHERS IN CAREGIVING



## Image 35 Caregiving

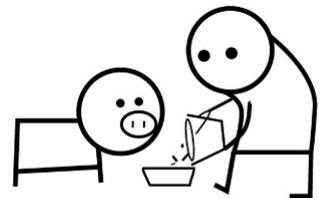
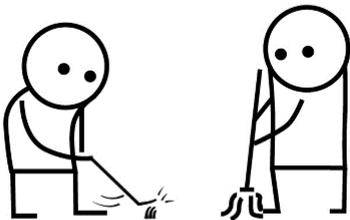
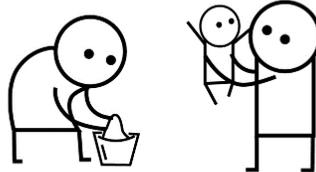
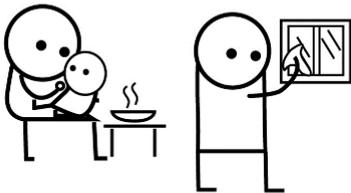
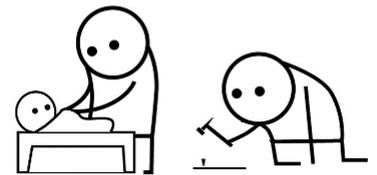
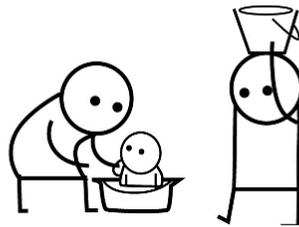
**1. Looking at the different** chores in the image and starting with the chore pictured in the top right, go in a circle and ask participants to name who does that chore in their household. Repeat images until everyone in the circle has a chance to respond. Then, ask the group the following questions:

- ▶ **Judging** from our answers, who seems to do the most chores in the household?
- ▶ **Why** do you think that is?
- ▶ **What** effect do you think this has on a family?
- ▶ **How** does it make mothers feel?
- ▶ **How** does it make fathers feel?
- ▶ **How** does it make children feel?
- ▶ **What** are some benefits that come from fathers or male caregivers playing an active role in childcare?

Possible answers: More harmony and appreciation between mother, father, and children; reduced stress on the mother; children are happier as they receive more attention and feel connected to their father; fathers feel more responsible for providing for their children's needs

- ▶ **What** are some benefits that come from fathers and male family members actively doing chores around the home?
- ▶ **How** can mothers and fathers talk to each other about what fathers can do with their children?
- ▶ **What** would be a respectful way to talk about sharing childcare?

Image 35 Caregiving



## Image 36 Communication is key

**1. There are good and bad** ways to communicate and express feelings. The goal is to be direct and assertive, while not placing blame or acting aggressively. A good place to start is with the following communication tool:

**I feel (insert emotion) when you (insert action).**

This can be used to both express feelings of hurt and to express happiness or feelings of gratitude. Both are very important for a relationship.

**2. Let's practice.** Ask participants to turn to their neighbor and practice using this sentence for each of the following scenarios. Read scenarios one at a time and give participants time to communicate with their neighbors.

- You are cooking dinner. Your infant is in the other room crying. Your spouse is sitting on the couch watching the television. You want them to get up and take care of the baby.
- You are feeling ill and cannot get out of bed. While you are sleeping, your spouse makes you tea and soup. They also make sure the children are cared for and put to bed.
- Your spouse said they would be home for dinner. It is now three hours later and they are just arriving home. They did not call or let you know they would be late.
- Your child is bored and wants you to play with them. You are busy and tell them you cannot play. They continue to pester you to stop what you are doing and play.
- Your young child is playing and has just taken their very first step. You are overjoyed and excited.
- Your child accidentally breaks something that was very important to you. They try to hide the broken pieces. You find the pieces later under their bed.

**3. After** all scenarios have been read, ask participants the following questions:

- ▶ **What do you think** of this communication strategy?
- ▶ **Do you think** it would be helpful to try this with your family?

**4. Sometimes it can be difficult** to communicate effectively when you are very angry, for example, if you just discovered your child broke something important to you. Before you attempt to communicate when you are angry, try taking a deep breath. Close your eyes and breathe in for five seconds and out for five seconds.

- ▶ **Let's all try this** together.

I feel            (*emotion*)  
when you  
           (*action*) .

## Image 37 Sharing responsibilities

### 1. Ask participants:

- ▶ **What** prevents some fathers from helping with childcare?

Possible answers: Cultural norms, lack of time, discomfort around children, gender stereotypes

- ▶ **How** might mothers feel about fathers helping with childcare?

Possible answers: Nervous about their abilities, unwilling to give up control of the home, afraid of neighbors thinking their husband does “women’s work”

It is important to remember that you and your spouse can overcome these barriers and, if you do, your family will greatly benefit.

### 2. Ask participants to think about their own family.

- ▶ **If you are a mother**, think about some activities you would like to encourage your husband to do with their children in order to build their relationship.
- ▶ **If you are a father**, think about some activities you would like to do more often with your children in order to feel more connected to them.
- ▶ **Ask for volunteers** to share what responsibilities they are planning to encourage their partner to do.

**Image 37** Sharing responsibilities



SESSION 15

# REVIEW OF RESPONSIVE CAREGIVING



## Image 38 Act it out

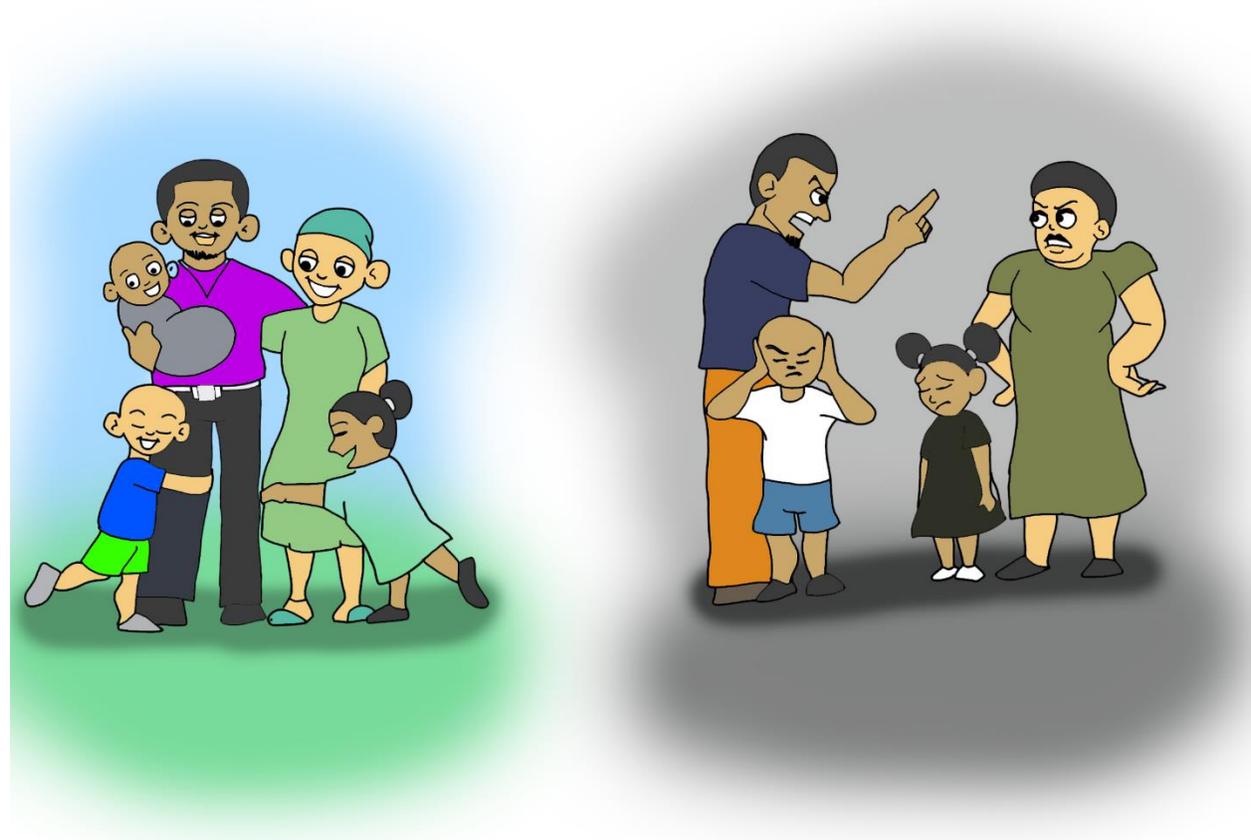
**1. Ask participants** to get into groups of four or five. In groups, ask them to think of a common problem they all face in their household (a conflict that occurs regularly that they have to work through).

- ▶ **Some examples:** Their children fight with each other over a toy, the mother and father fight over how to spend their money, the mother is very busy and wants her husband to assist with household responsibilities

**2. Once each group** has thought of one conflict, tell them to create two skits—one that ends with the family looking like the picture of the happy family and another that ends in more fighting and conflict like the other picture.

**3. Give groups** 15 minutes to prepare their skits. Then allow each group to present their two skits. After each group has finished discuss the skits.

- ▶ **What** was the conflict?
- ▶ **How** did they resolve it with positive communication?
- ▶ **How** did they resolve it with negative communication?



SESSION 16

# PLAY AND SOCIALIZATION



## Image 39 Two-way talk

Children like pictures, so talking with them about a picture is a good way to help their language develop. If you do not have a picture, you can also talk with them about whatever is going on around you.

Being responsive means that you respond to your child's interests and sounds. It is a conversation, even if you are the only one forming clear sentences or words.

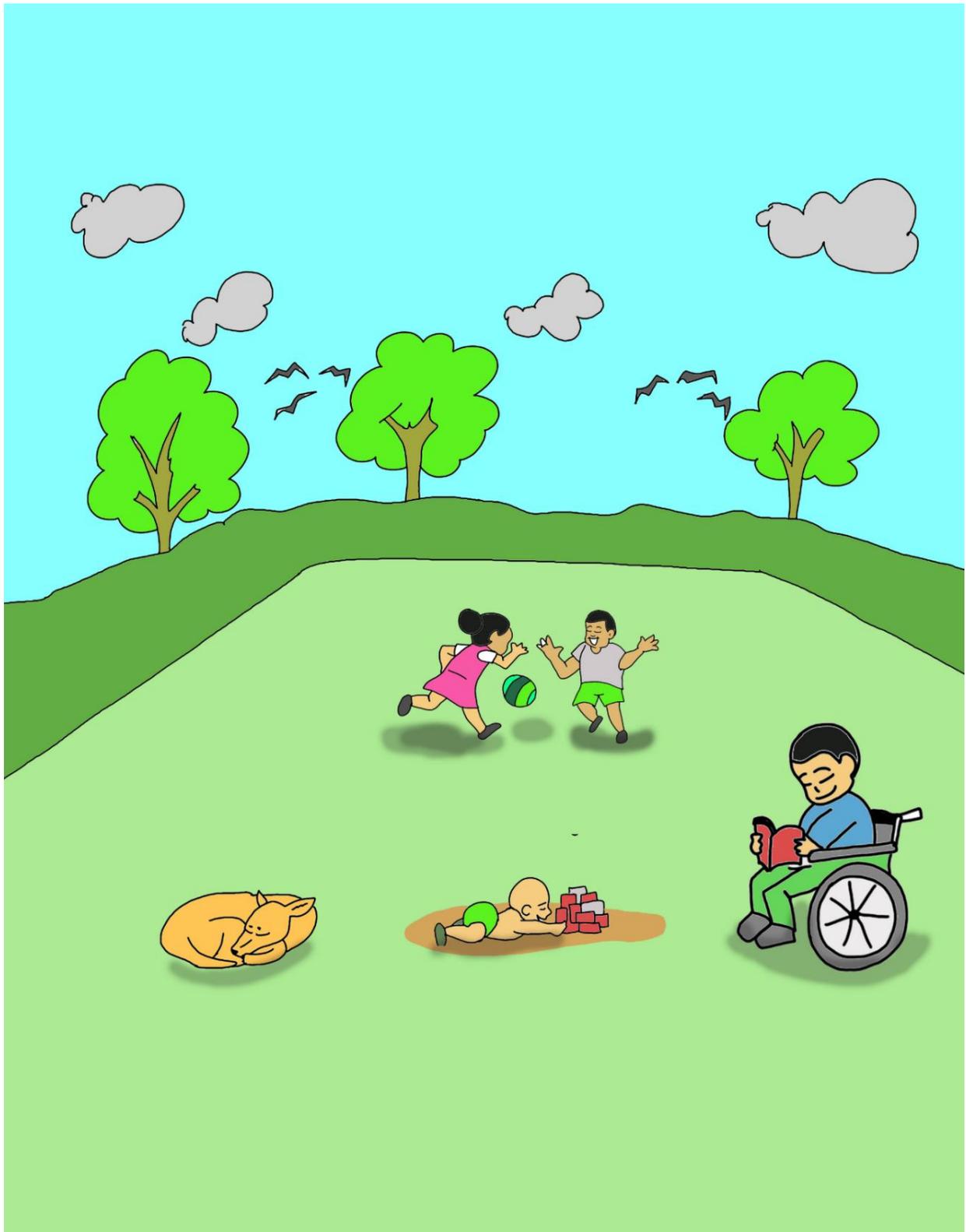
**1. Ask the parents** to point to the displayed picture and ask their child: "What do you see?" Questions should be open-ended—meaning they cannot be answered with "yes" or "no."

- ▶ **Instruct** parents to continue conversing with their child about the picture. They can repeat the child's word or put the child's words into a full sentence.
- ▶ **Give** the parents five minutes to discuss the picture with their child.

**2. Other questions** to ask about the picture are:

- ▶ **What** is the baby doing?
- ▶ **What** is the little girl doing?
- ▶ **What** animals do you see?
- ▶ **Where** are these children?
- ▶ **What** is in the sky?

Image 39 Two-way talk



## Image 40 Storytelling

You can tell your child a story about anything—just look around you and pick a topic! You do not even need a picture. Storybooks are great, but if you do not have any you can use a simple picture or whatever you can see happening outside your front door.

**1. Tell parents** that as a group, you are going to make up a story about this picture for your children.

- ▶ **As facilitator**, you will go first and say one sentence about the picture. Your sentence can describe what is going on in the picture, or talk about one of the characters in the picture, or share something about what the characters are doing in the picture.

For example: It is Monday morning and Mr. John is walking his daughter to her first day of pre-primary school.

- ▶ **Then, the person to the left** of the facilitator will add another sentence to the story.
- ▶ **Continue around the circle** until everyone has added one sentence and the story is complete.

**2. Give parents** time to discuss the picture with their child. Tell them to ask their child questions about the story, or allow their child to ask them questions.



SESSION 17

# STIMULATING PLAY OBJECTS



## Image 41 Making toys

These are all items that we could likely find around our home or discarded on the road. They can all be washed and then used as play items.

### 1. Ask participants to get into groups of four or five.

- ▶ **In groups**, think of toys that could be made using any of the items depicted. Instruct them to think of one toy for a child aged 0–12 months, one for a child aged 1–3 years, and one for a child aged 3–5 years.
- ▶ **After groups** have some time to discuss, ask each group to share the toy they plan to make for a child from each age group.

Possible answers:

- *0–12 months: A rattle using the empty plastic bottle with stones inside; a rattle by taking string, cutting holes into the bottle caps, and stringing them together*
- *1–3 years: Wrap the bowl in the fabric, hit the top of the bowl and feel the bounce*
- *3–5 years: Place the bowl on the grass, stand three steps away and toss the bottle caps into the bowl*

### 2. Ask participants the following questions:

- ▶ **What** are some important things to remember when making a toy for a child aged 0–12 months?

Possible answer: The toy must be big enough that the child will not swallow it.

- ▶ **What** are some important things to remember when making a toy for a child aged 1–3 years?

Possible answer: The toy should be more complicated than it was for a child aged 0–12 and should stimulate creativity.

- ▶ **What** are some important things to remember when making a toy for a child aged 3–5 years?

Possible answer: At this age, the child might enjoy making the toy with you.



SESSION 18

# CARING FOR CHILDREN WITH DISABILITIES AND SPECIAL NEEDS



## Image 42 Defining disability

### 1. Ask the group the following questions:

- ▶ **What** can you see in these pictures?

Answer: A blind girl and boy

- ▶ **What** special support would you need to provide these children if they were your own?

Possible answers: Special braille books, a walking cane, enrollment in a special school for the blind, dark sunglasses, extra assistance when walking or moving from one place to another, play materials that are not visual but that can be heard and felt and smelled

- ▶ **What** are some things blind children need that are the same as all other children?

Possible answers: Shelter, nutritious food, other children to play with, toys, love, support, protection

- ▶ **How** do you think this condition is caused?

Answer: There are a wide variety of ways blindness can come about. Sometimes it occurs during physical development when in the mother's womb. Sometimes it is the result of an injury. Sometimes eyesight worsens over time until you eventually are blind. Discourage responses associated with "curse" or "witchcraft" as the causes of disability.

- ▶ **What** can we do to prevent this condition?

Possible answers: Regularly visit antenatal clinic to check on the status and health of the unborn baby, make sure to deliver in a health facility with a qualified nurse or doctor, bring the baby for regular check-ups after birth, fully immunize your baby, if the baby has issues with eyesight get them fitted with prescription glasses as early as possible

- ▶ **What** are some other disabilities that you are aware of?

Possible answers: Deaf, mute, epilepsy, autism, down syndrome, clubbed foot

**Image 42** Defining disability



## Image 43 Treating people with respect

### 1. Ask the group the following questions:

- ▶ **What** do you see in these two pictures?
- ▶ **Which** picture would you rather be a part of?
- ▶ **Why** do you prefer it?
- ▶ **What** about the other picture—what is wrong with it?

Guide the participants to appreciate that by modeling good values, attitudes, and behaviors towards learners with disability, it is much more likely that our children will also be kind and inclusive.

### 2. Instruct participants to turn to their neighbor and think about a past experience with a disabled child and discuss what support you offered to that child and why you supported that child. Give pairs 10 minutes to take turns sharing and discussing.

- ▶ **Ask** for a volunteer or two to share their experience with the group.
- ▶ **Thank** any volunteers for sharing and reiterate that this group is a safe space; nothing that is shared in this group is told to anyone outside of the group.

Like all other children, children with disability and children with special needs need love and affection from all of us. Whenever someone is down, regardless of their status (disabled or not), they need people who will provide support or talk through problems. Therefore, through this group, we shall be one another's support and be able to help everyone care for children with disabilities and children with special needs.

**Image 43** Treating people with respect



## Image 44 Types of disability

### 1. Ask the group:

- ▶ **What** is the disability of the first two children?

Answer: Hearing impaired

- ▶ **What** challenges might they face in your community?

### 2. Ask participants:

- ▶ **What** is the disability of the second two children?

Answer: Physically disabled

- ▶ **What** challenges might they face in your community?

### 3. Ask participants:

- ▶ **What** type of disability do the third two children have?

Answer: Emotional and/or behavioral problems

- ▶ **What** challenges might they face in your community?

**4. Ask participants** to turn to their neighbor and think about their own community. For each disability shown, think about one thing they would do to make life easier for that child in their community. This could be sensitizing others in the community to help support these children or building something that would make access easier.

- ▶ **With your neighbor**, discuss a strategy to help your community/family show love and affection to children with disability or children with special needs.
- ▶ **Ask for volunteers** to share what they discussed and any plans they have for their community to make it more inclusive.

**Image 44** Types of disability



SESSION 19

# REVIEW OF EARLY LEARNING



## Image 45 Play for all children

**1. Instruct participants** to get into groups of four or five. Ask them to think about each individual child in the image.

- ▶ **How** old are they?
- ▶ **Do** they need any special support?
- ▶ **What** games or activities might they like?

**2. As a group,** decide on one toy to create or game to play with each child. Be sure to tailor it to their age, any interests they might seem to have, and any special need they might have.

- ▶ **Allow** groups 10–15 minutes to discuss and plan.
- ▶ **Ask** each group to share what they decided with the group.

**Image 45** Play for all children



SESSION

20

# GRADUATION



# WORLD'S BEST PARENT!

*this certificate is awarded to:*

[Recipient Name]

*in recognition, of*

Completion of Parenting Program

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