



PARENTING PROGRAMME IN HEALTH CENTRES

What you do with baby really matters



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PARENTING PROGRAMME IN HEALTH CENTRES

What you do with baby really matters

Implementation Manual

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INTRODUCTION

Importance of early childhood

- Brain development is most rapid and vulnerable from conception to 5 years.
- Experiences in early childhood can have lasting effects on children's ability to learn and their behaviour.
- Without quality early childhood care, children arrive at formal schooling with deficits in cognitive and social skills. This detrimentally affects their progress in school.

Need for parenting programmes

- Studies in Jamaica and St Lucia have shown significant benefits from weekly home visiting to promote improved parent-child interaction on young children's development. Parent knowledge and practices also improved.
- Follow-up to age 22 years in Jamaica has shown long term benefits to IQ, educational attainment and mental health, reduction in violent behaviour and increased income.

GOAL OF THE PROGRAMME

The programme is about teaching mothers how to care, talk and play with their child in a way to improve their development. When they get older, this will help them to be ready for school and be happy and well behaved children. The programme uses a new approach of including parenting in routine child health visits.

Aims of the programme for the mother:

- To give them knowledge about how children develop
- To improve the way they talk, play and interact with their child
- To teach them to make toys and make the children's home stimulating
- To improve their self confidence and enjoyment in bringing up their child

Aims of the programme for child:

- To improve their language and intellectual development
- To improve their behavioural and emotional development

CHILD DEVELOPMENT

How children develop from birth to 5 years is very important and affects how well they do for the rest of their lives. It affects **how well the child does at school**, how well they behave and may even affect their **success as an adult**. One reason is that the brain is developing very fast at this time and what happens to the child affects how the brain develops.

Adults looking after the child can change how a child develops and even how the brain develops. They can affect how smart the children will be, how they behave and how happy they are. However, many parents do not understand this.

What a child needs to develop well

Emotional and Social development

(How they control their emotions and relate to people)

Children need a mother or caregiver who

- they can trust
- shows them love
- communicates with them
- understands them
- plays with them
- is always there for them (*consistent caregiver*)

This will help them feel safe and be confident and happy. They will bond with this person and the strength of the bonding will affect how they relate to other people and how happy they are in their future.

Language development

To develop good language children need to be encouraged to make sounds from the first few weeks of life.

They need an adult who:

- Talks with them as much as possible
- Names objects and people in the home and outside
- Replies to their sounds, words and questions
- Describes what they are doing all the time (i.e. *"I am washing these dirty clothes to get them clean"*)
- Looks at books and pictures with them
- Uses day-to-day situations (bathing, bed time, eating, etc.) to say new and old words
- Praises child when he uses a word correctly
- Makes a game of pointing to objects and later naming them
- Expands on what the child says (Child: *"Dog"* Mother: *"Yes it's a big, dirty, white dog. See the tail."*)
- Plays pretend games with child (when child holds a doll says *"Are you hugging your baby?"*)
- Gets the child to finish their sentences: *"This is big and this is ..."*

Intellectual development

A child learns from exploring things in their environment with the help of an adult, playing and talking with an adult, copying what an adult does.

>*Under 6 months:* Very young children need an adult to talk to them, to sing to them, love them and respond to them when they cry. They need brightly coloured things to look at, and things that make sounds (shaker) and that they can reach for, they later use their mouths to explore things as well as their hands. So objects should be safe to put in their mouths.

>*Children 6 to 24 months:* Adults should provide and show their children how to play with:

- things of different colours and shapes
- things to put in and out
- things to bang together
- put on top of each other or stack
- things to open and close
- some soft, some hard

Playing pretend games is also important, children begin by copying adults, and then they pretend to be them.

As they get older they learn from doing puzzles, building things with blocks and matching things. Play is children's work and necessary for children's development. However, **they learn most when an adult participates.**

Helping children behave well

Some mothers may ask what to do with their children because they are troublesome. Here are some ways you can encourage the mothers to manage children's behaviour:

- Get child's cooperation by rewarding and expecting good behaviour. e.g. *"I know Troy is always a helpful boy/ Good girl Tanisha you are a kind girl!"*.
- Ignore bad behaviour if it is not serious, e.g. if a child has a tantrum first see that he is safe and then pay no further attention until he has stopped.
- There must be some limits to acceptable behaviour. If the child does something dangerous or something you don't want him to do. Say no clearly, *"No. Do not touch the stove."* and remove the child.
- Be consistent. Decide what is not acceptable and do not allow it one day and not another.
- Never hit the child.
- As the child gets older (over 18 months) explain to the child why they should not do a certain thing. (*"You will hurt yourself"* or *"You will break mummy's best pot."*)
- Distract young children with another activity, give them something to play with.

PROGRAMME CONTENTS

This programme will be conducted at health centres and depends on community health aides¹ (CHA) with the assistance of the clinic nurse and midwife, helping mothers improve the way they interact with their children.

Parenting DVDs To assist the CHAs, films with important messages for the mothers about activities they can do with their child to ensure good development, will be shown. The DVD will be shown during all child health clinics and may also be shown at antenatal clinics or similar clinics.

Message card Cards with messages and suggested activities mothers can do with her child will be distributed at every clinic visit.

Discussion and practice session CHAs will discuss the main messages on the DVD and demonstrate the activities to the mothers. They will also encourage the mothers to practice the activities.

Toy making demonstration The CHAs will show the mothers how to make and use some very simple toys.

Materials required for the programme:

- Television and DVD player or similar audio visual device
- 2 DVDs
- Implementation manual
- Message cards (see page 43-46)
- Toy box with a demonstration set of simple toys (see page 36-42)
 - Puzzle, Book 1, Book 2, crayons and paper

¹ In the Caribbean, Community Health Workers are called Community Health Aides.

ROLE OF THE NURSES

- To check that the DVD is played at all Child Health or similar clinics
 - Encourage mothers to watch DVD
- To support and supervise the CHAs
 - Ensure CHA is conducting discussion (a roster could be made)
 - Encourage mothers to listen to discussion
- Read and discuss message cards with mothers
 - Distribute cards to mothers based on the age of their baby (Cards are age specific: 6 weeks, 3-4 months, 6 months, 9 months, 12 months, 18 months)
 - Read and discuss messages with mother and encourage her to do activities at home
- To distribute additional materials to mothers
 - Book 1 to be given to babies 9 months of age
 - Book 2 to be given to babies 12 months of age
 - Puzzle to be given to babies 18 months of age

ROLE OF COMMUNITY HEALTH AIDES

- To make sure DVDs are played at all Child Health or similar clinic and can be heard by the mothers in the waiting area
- To hold discussions with the mothers after they have seen the DVD, finding out what they understood
- Demonstrate related activities to mothers
- Encourage mothers to practise the suggested activities in the clinic
- To demonstrate how to make and use some very simple toys
- Encourage mothers to do activities when they go home

The **success of the programme depends on the Community Health Aides** talking with the mothers after they have seen the DVD, finding out what they understood and getting some of the mothers to practise the activities in the clinic and encouraging them to do the activities at home.

BUILDING A RELATIONSHIP WITH MOTHERS

It is important that these sessions help the mother feel that she is able to help her child develop well by her own actions.

In order to improve the mother's actions you have to have a good relationship with them.

How to develop a good relationship

- Listen to the mothers
- Ask their opinions
- Be friendly not bossy
- Praise them when they make a suggestion or do something right or just try hard.
- Look them in their eyes
- Show them respect

We can learn from the mother. Always look out for any games, songs, stories, etc. the mother knows which can be included in the curriculum.

How to motivate the mothers

To motivate the mothers to do the activities at home be friendly and encouraging. Praise them when they try out the activities. Get them to understand how important their role is in the development of their child.

How to teach mothers

- Demonstrate the new skill
- Let the mothers practise
- Check that they understand
- Praise them

Try not to say “No’ or “wrong” to them, just focus on the correct responses and praise them. It is important that they feel free to talk and are not fearful of giving wrong answers.

TRAINING WORKSHOP

A workshop is needed (2-3 days) to train the CHAs on how to conduct the intervention before implementing the programme in the Health Centres.

Aims of Workshop for Community Health Aides (CHAs):

1. To understand the programme and their role
2. To learn some basic facts about child development and how mothers can promote their children's development
3. To know how to make simple toys and demonstrate how to make them
4. To acquire skills to discuss and demonstrate activities linked with the DVD to mothers and their children
5. To encourage mothers to do the activities in the clinic and at home

Structure of the workshop

Sessions are needed for the following

- Introduction to Child development and the Parenting programme.
- Showing DVDs – one message at a time.
- General discussion about the message on the DVD between trainer and CHAs.
- Trainer demonstrates how to discuss main points of DVD and carry out activities.
- CHAs break into small groups (3-5 persons) to practice discussing and demonstrating each message and activity using manual.
- Each CHA to role play the message and activities to the larger group.
- Toy making

DVD 1 AND DVD 2 MESSAGES

| DVD 1 | DVD 2 |
|-----------|----------|
| Love | Puzzle |
| Comfort | Books |
| Talk (1) | Praise |
| Praise | Talk (2) |
| Bath time | Toys |
| Toys | Draw |

Selecting DVD to play

There are 9 different parenting messages/activities which have been grouped on 2 different DVDs.

- DVD 1 messages (6) are for mothers of younger babies (0 – 11 months).
- DVD 2 messages (6, some are repeated) are for mothers with older babies (12-24 months).
- If the clinic has mostly younger babies show DVD1 and for older babies, show DVD2.

NOTE1: If the clinic is mixed, you may show any DVD.

NOTE2:

DVD1 can be found in this link:

<https://vimeo.com/163279642>

Password is : parenting2016

DVD2 can be found in this link:

<https://vimeo.com/163279643>

Password is : parenting2016

Selecting messages

- **Select 3** of the 6 messages/activities shown on the DVD for discussion with the mothers. Conduct relevant discussion and demonstration with the mothers using this manual.
- Have appropriate materials ready for demonstration.

MEETING WITH MOTHERS OVERVIEW

After deciding the messages to be discussed with the mothers, follow the appropriate guidelines in the manual.

Remember: 1) *Discuss* 2) *Demonstrate* and 3) *Do* - get mothers to do activities

Discuss

- Do not lecture the mothers like a lesson.
- Ask them their opinions and suggestions.
- Ask them what they do with their baby.
- Give plenty of praise to mothers for any suggestions.
- It is important that they feel free to talk and are not fearful of giving wrong answers.
- Try not to say “No” or “wrong” to them, just focus on the correct responses and praise them.

Demonstrate

- Have appropriate materials ready.
- Demonstrate the activities with a child if possible.
- Walk around the clinic area so that all the mothers can see.

Do (get some mothers to *do* activities)

- Get mothers to do the activities and practise them.
- Give plenty of praise to mothers for doing the activities.
- Praise the babies “*What a clever baby*”, “*Look how he likes the book*”
- Be friendly.

PROCEDURE



1. Before playing DVD, gather parents into waiting area.
2. Introduce yourself and the DVD (“This DVD shows activities you can do with your baby”) and ask parents to watch the DVD



3. Play the DVD, ensuring the volume is adequate, at every clinic while the mothers are waiting.



4. Have materials for demonstration ready.
5. At the end of the DVD, meet with the mothers and conduct the discussion, demonstrate related activities and get some mothers to do activities.



6. Ask mothers to practice activities at home.
7. Nurses or CHA give out message cards and other materials.



**> GUIDELINES FOR DVD 1
MESSAGES AND ACTIVITIES**

1. LOVE

Activities: Practice showing love and Sing “I love you”

Message: ‘Children who are loved will be happy and happy children learn more.’

- Ask mothers “*Why do you need to show love to baby?*” Praise responses make them happy, feel secure, for bonding.
- Say, “*Yes, show your baby lots of love it really makes them happy.*”
- Ask mothers “*How do you show love to your baby?*” Praise responses like kissing, hugging, etc.
- Say, “*Yes, we can show our baby love by kissing, hugging, speak softly.*”

MOTHERS TO PRACTICE: Ask mothers to show how they love their baby.

- Praise the way the mothers:
 - cuddle/hug – **Say**, “*Well done, see how the baby loves being cuddled*”
 - kiss – **Say**, “*Great job I can see you hugging and kissing your baby*”

Repeat message at end of discussion.

‘Children who are loved will be happy and happy children learn more.’

Sing

Get the mothers to sing and look into their baby’s eyes

Song - **I love you, you love me.**

*“I love you
You love me
We’re a happy family
With a great big hug,
and a kiss from me to you (hug and kiss baby)
Won’t you say you love me too.”*



2. COMFORT

Activities: Practice comforting baby and sing “Hush little baby”

Message: ‘Picking up baby and showing love will make them happy and secure’

- **Say**, “We saw mummies comforting their babies when they cry”
- Ask mothers “Why do babies cry?” Praise responses like hungry, sleepy, need to change diaper, just needs to be held.
- **Say**, “Always comfort your baby when he cries, it shows how you love him/her. Sometimes when babies cry they just need to be held. You cannot spoil baby by picking him up.”
- Ask mothers “How do you comfort your baby?” Praise responses like ‘pick up’, ‘stroke’, ‘rock them’ ‘speak softly’

MOTHERS TO PRACTICE: Ask mothers to show how they comfort their baby.

- Praise the way the mothers:
 - stroke – **Say**, “Look how calm your baby looks when you stroke her”
 - speak softly – **Say**, “Look how she loves hearing your voice”
 - rock – **Say**, “Rocking your baby when he is crying will make him feel safe and loved”

Repeat message at end of discussion.

‘Picking up baby and showing love will make them happy and secure.’

Sing

Get the mothers to sing and comfort baby

Song - **Hush little baby**

*“Hush little baby don’t say a word
Momma gonna buy you a mocking bird
If that mocking bird don’t sing
Momma gonna buy you a diamond ring”*



3. TALK (1)

Activities: Practice talking to 'younger' baby

Message: *'The more you talk to baby the better they will learn.'*

- **Say**, "Remember on the DVD we saw mothers talking to their babies."
- Ask mothers "When do you talk to your babies?" Praise those who say they talk to their baby.
 - **Say**, "Very good you talk to your baby all the time."
 - **Say**, "Yes, bath time is a great time to talk to baby."
 - **Say**, "Talk and look into his eyes or sing softly to him."

DEMONSTRATE TO MOTHERS: Demonstrate to mothers how you can talk to a baby and point out what you are doing:

Be sure to point out how you:

- pick them up
- look into eyes
- smile
- talk softly and coo to your baby
- respond to baby's sounds

MOTHERS TO PRACTICE: Ask the mothers to show you how they talk softly to their babies. Praise them for talking softly to their baby; suggest they also do anything they left out from the above list.

Repeat message at end of discussion.

'The more you talk to baby the better they will learn.'



4. PRAISE (1)

Activities: Praise, Play: Peek a boo

Message: 'Children love to be praised it makes them want to behave well.'

Say, "We saw mothers praising their baby in the DVD. Praising makes a child feel happy and good about themselves."

- Ask mothers "When do you praise your babies?" Praise their responses.
- **Say,** "We should:
 - Praise baby when he is good, he will behave well.
 - Praise baby often.
 - Praise baby when he/she tries to do something.
 - Tell him what he did that was good
- Ask mothers "How do you praise your child?" Praise their responses.

DEMONSTRATE TO MOTHERS:

- **Say,** "Yes, there are lots of ways to praise baby."
 - Can say, "Good girl ", "Smart boy"
 - Clap hands
 - Kiss him
 - Say what they did that was good "Clever girl you touched the picture"

MOTHERS TO PRACTICE: Get mothers to show you how they praise their babies. Get mothers to look at baby and say something positive like 'You're a good girl' and then kiss baby.

Repeat message at end of discussion.

'Children love to be praised it makes them want to behave well.'

PLAY PEEK-A-BOO

- **Say**, “On the DVD the mommy plays ‘peek-a-boo’ with the baby.”
- Ask mothers: “Does anyone play ‘peek-a-boo’ with their baby?” If yes, can someone show us how to do it?
- Mother can show: Let mother show and then praise the mother.

DEMONSTRATE TO MOTHERS: Demonstrate how to play ‘peek-a-boo’.

- **Say**, “There are lots of ways to do it. This is the way I’m going to show you.”
 - Get baby’s attention. Hide your face behind a cloth or your hands and **say**, “Mommy gone”
 - Then remove cloth or open your hands suddenly and **say**, “Peek-a-boo” “Here’s mommy”
 - Get baby to laugh.
 - Next try covering the babies face, and **say**, “Where is baby (name)?” Then take away the cover and **say**, “There he is!” Make him laugh.

MOTHERS TO PRACTICE:

- Get mothers to play ‘peek-a-boo’ with child.
- Praise the mothers who do it.



5. BATH TIME

Activities: Bath time – practice naming body parts and playing games, Sing and play “*This little piggy*”

Message: ‘*Use bath time to play and learn.*’

- **Say**, “*There are lots of things you can do at bath time to play and learn and we saw some on the DVD.*”
 - Ask mothers, “*What do you do to have fun with baby at bath time?*” Praise responses.

DEMONSTRATE TO MOTHERS:

- **Say**, “*At bath time you can name body parts.*”
- **Say**, “*You can play a game like use a cup and fill it with water and empty it.*”
 - Fill cup with water **Say** “*Now the cup is full.*”
 - Pour the water out all over baby’s tummy, making a game of it.
 - Show the baby the empty cup and **Say** “*Now it is empty.*”
- You can also talk about ‘clean and dirty’ and ‘wet and dry’

MOTHERS TO PRACTICE:

Let mother practice to touch body parts and name them (use proper names of body parts).

Let mother pretend showing baby full and empty with a cup.

- Remind mothers to keep baby safe at bath time.
 - Never leave baby alone.
 - Fill bath with just enough water.
- **Say**, “*At the end of bath time, wrap baby in towel and cuddle and sing a song.*”

Repeat message at end of discussion.

Use bath time to play and learn

Sing

- Ask mothers if they know ‘*This little piggy went to market.*’ If a mother says yes, ask her if she would like to show us.

DEMONSTRATE TO MOTHERS: Sing and demonstrate to mothers.

- **Say**, “*We are going to sing ‘This little piggy went to market’, this is a finger and toe game.*”

Song: This little piggy

“This little piggy went to market, (squeeze big toe)

This little piggy went home, (squeeze next toe)

This little piggy had roast beef, (squeeze middle toe)

And this little piggy had none, (squeeze next toe)

And this little piggy went wee, wee, wee, all the way home.”

(squeeze little toe and run fingers along body and tickle)

- Praise mothers for trying and taking part.

Say: “*See how your baby likes to play.*”

6. MAKING TOYS (1)

Activities: Make simple toy – **Shaker** or **Bottle-ball**

Message: ‘Give your baby things to play with, it develops their imagination.’

-
- **Say:** “We saw mothers making some simple toys for baby on the DVD.”
 - Ask mothers “Why are toys important”? Praise for things like help baby learn. Fun for baby.
 - Remind mothers: They must keep toys clean. Toys must be safe, no small parts, No sharp edges.
 - **Say:** “Today we will learn how to make the **shaker**.”

> To make simple toy – **Shaker**

DEMONSTRATE TO MOTHERS:

- Cut up coloured plastic bottles into small bits.
- Put them into a clean small transparent plastic bottle.
- Close tightly.
- Shake the shaker and get the baby to look at it.
- See if baby can hold it by the neck. Help him to shake it.



MOTHER TO PRACTICE:

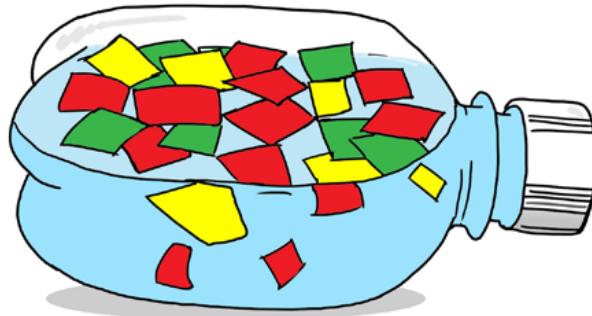
- Get the mothers to practise shaking the shaker and getting baby to look
- Get mother to talk about it. Name the object. ‘This is a shaker.’
- Say what you are doing. ‘Mommy is shaking the shaker.’
- Talk about what baby is doing. ‘Nice girl, you can shake the shaker’
- Praise mothers for trying. Point out how the baby likes it.

Bottle-Ball

DEMONSTRATE TO MOTHERS:

Use a clean small transparent plastic bottle.

- Fill the bottle half full with water.
- Cut up the shiny paper into small pieces and put them inside the bottle.
- Close the top securely.
- Encourage the child to look at toy.
- Roll to child.



MOTHER TO PRACTICE:

- Get mother to allow child to explore the bottle.
- Get mother to practice rolling the bottle to the child and let him roll it back.
- If child can creep, get mother to roll it and get child to go after it. Encourage mother to do this at home.
- Praise mothers for trying. Point out how the baby likes it.

Repeat message at end of discussion.

'Give your baby things to play with it develops their imagination.'

Bottle on a string can also be demonstrated. See Page 37



› GUIDELINES FOR DVD 2 MESSAGES AND ACTIVITIES

1. PUZZLE

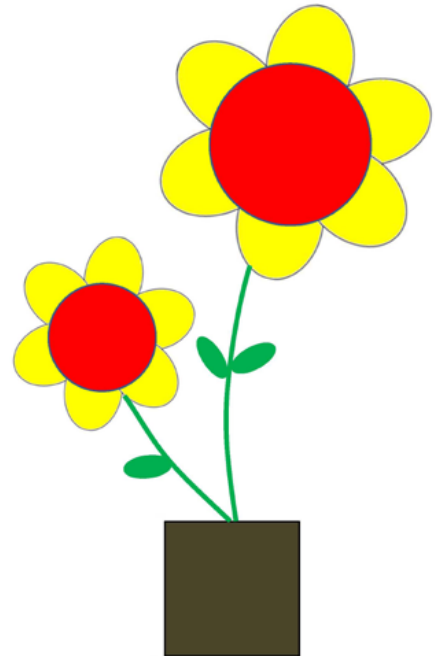
Activities: Playing with puzzle (1, 2 or 3 pieces)

Message: 'Playing with puzzles will make your baby smart.'

Say, "Puzzles are fun and help your child learn".

DEMONSTRATE TO MOTHERS:

- Tell mothers to first let child touch and explore the puzzle.
- Then talk about the picture. **Say,** "There are 2 yellow flowers in a pot".
"There is a big flower (Touch it) and a little one (touch it)." "The middle is a circle, it is red."
- Start with only the big circle.
 - Take out the big circle. **Say,** "The flower/circle gone, I took it out". "Let's fix the flower."
 - Put the circle back in and **say,** "I put it back in, I fixed the flower/circle."
 - Take out the big circle again and help the child put it back guiding his hand if necessary. **Say,** "See it goes in here." Remember to praise.
 - Let child try and put the big circle in on his own. Praise child, "Smart boy you put the big flower/circle in."
 - If the child cannot do it alone, do not proceed. Tell the mother to practice doing the big circle before moving on.



MOTHERS TO PRACTICE:

Lend puzzles to mothers and let them talk about the picture then take out big circle and help child fix it.

Little circle

DEMONSTRATE TO MOTHERS:

If the child can do the big circle, go on to the little circle. Say, "Now we will take out the little flower/circle". Do as above.

MOTHERS TO PRACTICE:

Lend puzzles to mothers and let them try.

Square

DEMONSTRATE TO MOTHERS:

If the child can do the big circle and little circle then remove the square pot. Say, "Now where is the flower pot/square?" "Can you put it back in?" Follow the same procedure with the pot that you did with the big circle.

MOTHERS TO PRACTICE:

Lend puzzles to mothers and let them try.

After mastering the square go on to 2 pieces then 3 pieces.

- » **2 PIECES** (big circle and little circle)
- » **3 PIECES**

DEMONSTRATE TO MOTHERS:

If child can do all pieces individually, take out 2 pieces at the same time. After mastering 2 pieces, move on to all 3 pieces.

MOTHERS TO PRACTICE:

Lend puzzles to mothers and let them try.

Remember to praise the child for trying and every time he places a piece correctly. Also keep calling the name big when he touches the big circle and little when he touches the little circle. You can also name the colours.

Repeat message at end of discussion.

▶ *'Playing with puzzles will make your baby smart.'*

2 . BOOKS

Activities: Look at books with baby

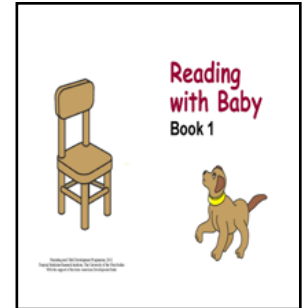
Message: 'Look at a book everyday with your child it will help them learn.'

- **Say:** "You saw the mothers looking at books with their babies in the DVD."
- **Ask:** "Does anyone look at books with baby?" Praise mothers who do.

DEMONSTRATE TO MOTHERS:

Point at the pictures and talk about them.

- "See the brown dog. The dog goes woof woof."
- "The yellow bird, it goes tweet tweet."
- "See the hand and fingers." Then wiggle your fingers.
- "See the cup and spoon. Baby drinks milk from the cup"
- Help baby to touch the pictures and turn the pages. Praise baby when he touches the pictures. **Say,** "Good girl, that's a dog."



MOTHERS TO PRACTICE:

- Get mothers to practise looking at a book with their child.
- Praise the mothers and babies for looking and talking about pictures.
- **Say,** "Good mommy, you're showing baby the (dog, car, etc.)" "Very good mommy, you helped baby touch the ..."
- Get mothers to help baby turn the pages.

Tell mothers that when they go home they can find objects like the one in the picture. Show a comb with the picture of comb.

Tell mothers to try and buy books with colourful pictures, no words needed.

Repeat message at end of discussion.

'Look at a book everyday with your child it will help them learn.'



3. PRAISE (2)

Activities: Praise, Sing and play: 'Round and round the garden'

Message: 'Children love to be praised it makes them want to behave well.'


- **Say,** "Mothers do you remember about praising your baby."
- **Ask:** "When do you praise your child?" Praise any suggestion.
- **Ask:** "How do you praise your baby?" Praise mothers.

DEMONSTRATE TO MOTHERS:

- Praise child when he is good, he will behave well.
- Praise child when he/she tries to do something.
- Tell child what he did that is good, like say a new word, wave bye bye, marks paper with a crayon, turn a page in book. "What a smart boy, you waved bye bye."
- Tell mothers to praise child often.

MOTHERS TO PRACTICE:

- Get mother to praise child and say what he did to get the praise. Like, "Good girl, you said car"
- Clap hands and say what he did that was good.
- Kiss and hug baby.
- Give baby 'High five'.

 **Repeat message at end of discussion.**

'Children love to be praised it makes them want to behave well.'

Sing and demonstrate '**Round and round the garden**'

Song: Round and round the garden

"Goes the teddy bear," (make circles with your finger on the child's palm)

"One step, two step, tickle you under there." (use finger and walk steps along arm then tickle the baby under the arm)

4. TALK (2)

Activities: Practice talking to 'older' baby and Sing and play 'Clap your tiny hands'

Message: 'The more you talk to baby the better they will learn.'

- Say, "We saw mothers talking to their babies on the DVD."
- Ask mothers: "What words can your child say." Praise any words.
- Ask mothers: "How do you help your child learn to speak more?" Praise suggestions and remind them to:
 - Talk about what you are doing. Like washing clothes, cooking dinner.
 - Talk about what baby is doing. Like eating her porridge, bathing.
 - Point and name things in the home and yard. Like tree, dog, man.
 - Point at people around them and name them. Like grandma, aunty.
 - See what the child is interested in and tell her about it.
 - Dressing, combing hair, feeding are good times to talk to your baby.
 - Answer him every time he talks.

DEMONSTRATE TO MOTHERS:

- Demonstrate to mothers how you can help their child learn to talk.
- Point at people in the clinic and **Say** "See the nurse, she has on a white dress. Nurse is weighing the baby."
- Touch part of baby's body and name them. **Say** "Baby's hand, baby's fingers, baby's little finger"

MOTHERS TO PRACTICE:

- Get mothers to talk with child. Like, point and name baby's clothes "What a pretty dress/shirt baby has on."
- Name people and things around them like 'chair... table... lady... bird... boy has on a hat.'




DEMONSTRATE TO MOTHERS:

- Encourage mothers to teach their babies action words
- Say, 'Bye bye' when waving
- Say, 'Up up' whenever they pick up baby
- Say, 'Down' when they put baby down
- Do actions in song, 'Clap hand'.

MOTHERS TO PRACTICE:

- Get mothers to practice action words with baby

 Repeat message at end of discussion.

'The more you talk to baby the better they will learn.'

Sing: '**Clap your tiny hands**'

Song: 'Clap your tiny hands
Clap your tiny hands
Clap your tiny hands for joy'

'Jesus loves to hear
Little children sing
Clap your tiny hands for joy'

5. MAKING TOYS (2)

Activities: Make simple toy – **In and Out Toy** or **Stacking bottle tops**

Message: ‘Give your baby things to play with it develops their imagination.’

- **Say:** “We saw mothers making some simple toys for baby on the DVD.”
- Ask mothers: ‘*Why are toys important?*’ Praise for things like help baby learn. Fun for baby.
- Remind mothers: They must keep toys clean. Toys must be safe. No small parts. No sharp edges.

In and Out toy

Materials: Get a container and 4 large plastic bottle caps.

Note: Tell the mothers to let the child explore the objects for some time. Tell them also that some of the activities may be too difficult for some of the children but they will learn from playing with the objects.

DEMONSTRATE TO MOTHERS

- Begin by putting all tops in the container and slowly take them out one at a time and **say**, “I’m taking them out.”
- Put them back and encourage the baby to take them out. Hold out your hand and ask the child to take them out and give them to you.
- Praise him if he takes any out. **Say**, “Clever boy you have taken them out.”
- Then put all the caps in and throw them all out. **Say**, “Now look at me I’m throwing them out.”
- Let baby throw them out. Remember to praise him if he manages to do it.
- Now put caps in one at a time and **Say** “I’m putting it in”, with every cap. Let baby put them in. Tell mommy this is more difficult and baby may not be able to this yet but he will learn the more he plays with it.

MOTHERS TO PRACTICE:

- Let mothers play ‘in and out’ game with baby.

Hiding games

Use the container and 4 large plastic bottle caps.

DEMONSTRATE TO MOTHERS

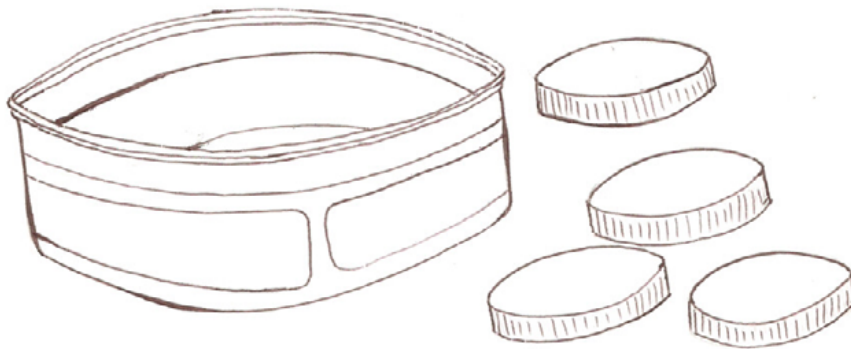
- Hide the bottle tops under the container and ask the baby “*Where are they?*”
- Let baby lift off container and **Say**, “*Good, you found the bottle tops.*”

MOTHERS TO PRACTICE:

- Let at least two mothers try this with their babies.
- Remember to praise mother and baby every time he does any step.

Repeat message at end of discussion.

‘Give your baby things to play with it develops their imagination.’



Stacking bottle tops

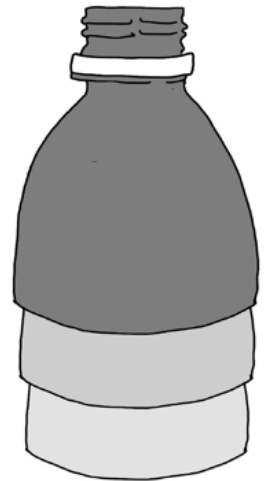
Materials: Top halves of 3 round plastic bottles of the same size and if possible different colours.

DEMONSTRATE TO MOTHERS:

- Stack the bottle tops one at a time, **say** “Now watch, I’m going to put this one on top of that one”.
- Unstack the bottle tops one at a time, **say** “I’m taking them off”.

MOTHERS TO PRACTICE:

- Get 2 or 3 mothers to play with the tops with their child letting them use them in their own way.
- Then get mother to show the child how to stack the bottle tops by placing one on top of the other, **saying** “I’m putting this one on top.”
- Then let her guide the child’s hand if necessary until the child can stack them alone.
- Get mother to unstack the bottle tops one at a time, **say** “I’m taking them off.”
- Let the mothers try this with baby, saying “Off, off, off” when taking the bottle tops off one at a time.
- Praise both mother and child.



Encourage the mother to make the stacking activity fun, “We are making a big, big, building” and “Uh-oh, it fall down” (hit down bottle tops).

Encourage the child to imitate the action.

Posting bottle may also be demonstrated. See page 41

6. DRAW

Activities: Draw – make **marks** then **scribbles** then **around**

Message: *“Draw with your child it’s a great way to learn.”*

- **Say**, *“We saw mummies and babies playing with crayons.”*
- Ask mothers: *“Do any of you play with crayons with your baby?”* Praise anyone who does.

DEMONSTRATE TO MOTHERS (mark):

- **Say**, *“If you draw with your baby it helps them to learn.”*
- Make a mark and **say**, *“First baby will learn how to make a mark.”*
- Say, *“You may have to help baby hold crayon and make a mark.”*

MOTHER TO PRACTICE:

- Give mothers crayon and paper. Get mothers to show how they put the crayon in their baby’s hand and help them make a mark on the paper.
- Let baby try. Get mother to praise child’s attempts. Say, *“Good boy, you made a mark”*

DEMONSTRATE TO MOTHERS (scribble):

- **Say:** *“When baby can make marks you can try scribbling.”* Show mothers scribbling on paper. Let baby have fun scribbling

MOTHER TO PRACTICE:

- Get a mother to show scribbling on the paper. Let baby try. Get mother to praise baby for trying. **Say**, *“Good girl you made lots of scribbles.”*

DEMONSTRATE TO MOTHERS (around):

- Playfully demonstrate scribbling around and around on the paper. Tell mother that if the child is at this level, he/she will imitate these movements.
- Describe each motion by saying ‘*We’re going to draw around and around*’ or ‘*We’re going to make circles*’.

MOTHER TO PRACTICE:

- Get mothers to show drawing round and round on paper with baby.
- Remind them to make scribbling and drawing lots of fun
- Also to ask child to draw a picture.

Encourage the child to draw a picture and praise the results. Tell mother she can put it on the wall at home on display.

Ask the child to tell you what he/she has drawn. The picture will not look like anything to you or to the mother. But it will help the child to develop creativity and self esteem. At first he will only name one word, as he gets older get him to talk about what he has drawn.

Repeat message at end of discussion.

'Draw with your child it's a great way to learn'.





> TOY MAKING

We will demonstrate toys made from materials that all mothers are likely to have in their homes and which do not take much time or skill to make. The CHAs will learn how to make them and how to demonstrate making them, so they can show the mothers.

- Make sure the materials are washed
- Toys have to be safe
 - No small parts that could choke the child
 - No sharp edges. When you cut plastic bottles be sure there are no sharp edges
 - No long strings

TOOLS

You will need scissors and string.

Here are **6 toys** that are all made from plastic bottles or containers and are easy to make. The CHAs should know how to make all of them and keep a good example of each toy in the clinic to demonstrate.

Try and have at least 3 of the toys already made for demonstrating.

Bottle on a string

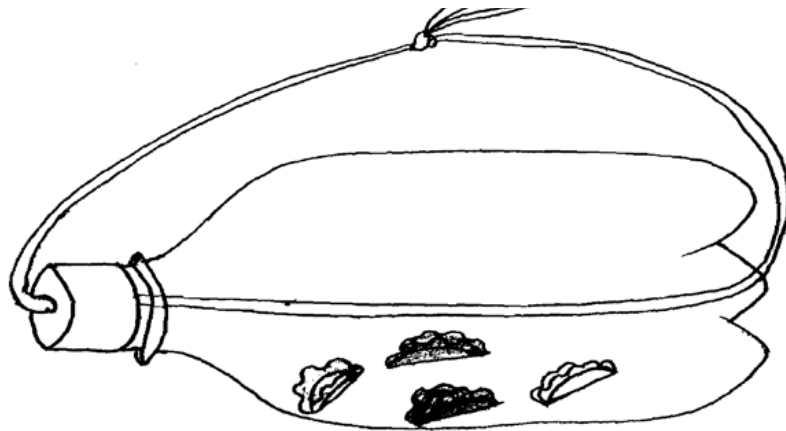
Materials: String, a small bottle and some metal bottle tops.

- Bend 3 metal bottle tops and put them inside the bottle
- Make a hole in the bottle cap and thread the string through the bottle cap from inside to outside. Make a big knot inside the cap. Close the bottle and tie the string.

Demonstrate threading the string through the cap from inside to outside and making a large knot.

Dangle it over the baby and encourage him to reach for it and bang it to make a noise.

Say, *“Smart baby, you hit it”* when he hits it.



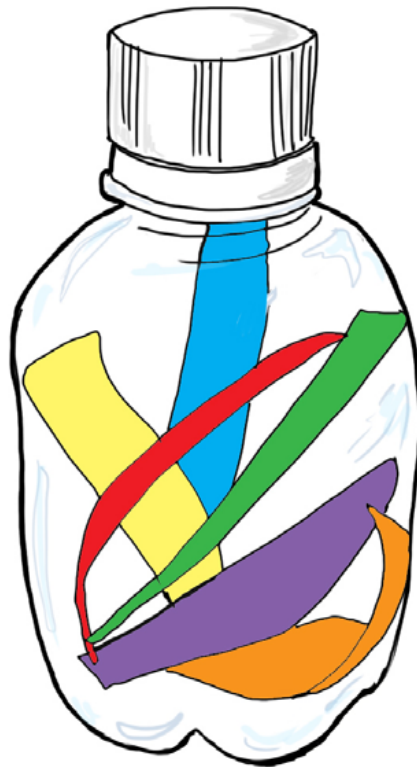
Shaker

Materials: Clean small transparent plastic bottle, 3 metal bottle caps or a coloured plastic bottle to cut up.

- Cut strips from a coloured plastic bottle and/or metal bottle tops
- Put them inside a plastic bottle.
- Close the top securely.

Focus on bending the bottle caps to fit through the bottle neck

Shake it for your baby. Let her hold it and shake it and **Say**, “*Shake, shake.*”



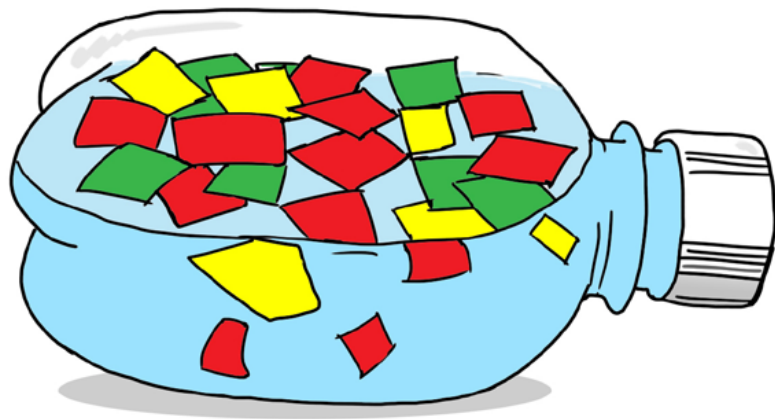
Bottle-Ball

Materials: One clean small wide plastic bottle, which rolls well on the floor, some shiny paper such as a wrapper for chocolate or biscuits. Clean water.

- Fill the bottle half full with water.
- Cut up the shiny paper into small pieces and put them inside the bottle.
- Close the top securely.

Roll the bottle to the child and let him roll it back.

When he can creep roll it and get him to go and get it.

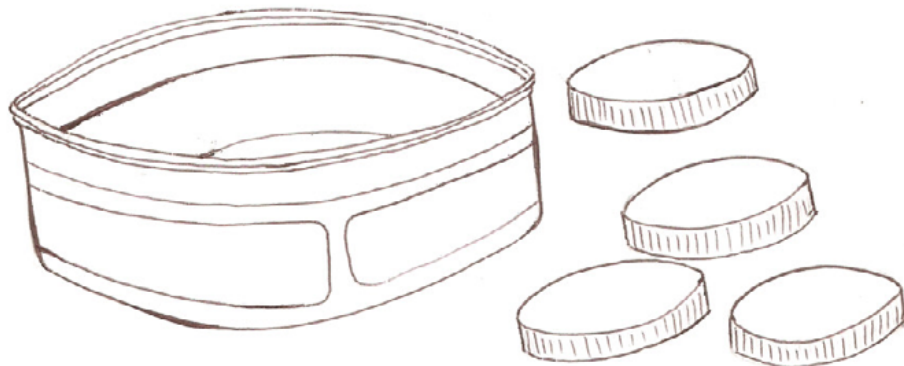


In and Out toy

Materials: Small objects such as blocks or large plastic bottle caps and any small container/ plastic mug/ if necessary cut a bottle in half and use the bottom half.

Put the caps in and say 'in'. Throw caps out and say 'out'.

Let baby play putting the caps in and out.



Stacking toy

Materials: 3 to 6 clean plastic bottles the same shape and size, 2 different colours if possible.

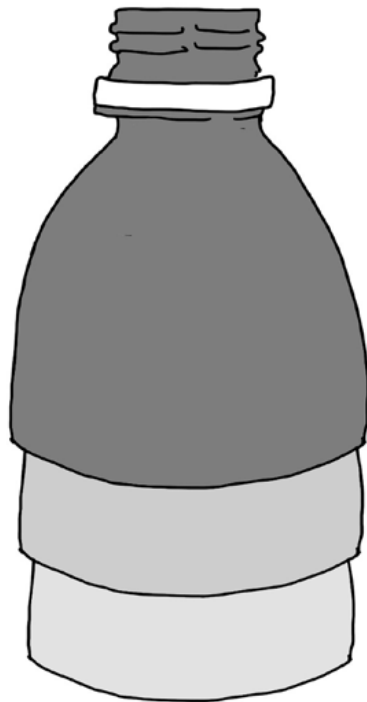
- Cut off the top half of each bottle.
- Smooth the edges with scissors.

Focus on where to cut the bottle - it should be the same place for each bottle and they should be steady when they are stacked. In Jamaica the soda bottles have a ridge around them – cut along this ridge.

Stack them one on top of the other saying “I’m putting this on top.”

This is a skill for a **12 month old** child.

When older, let them stack all the green ones together and all the transparent ones together.



Posting Bottle

Materials: Clear empty plastic bottle with narrow neck (e.g. syrup bottle) and coloured plastic clothes pins.

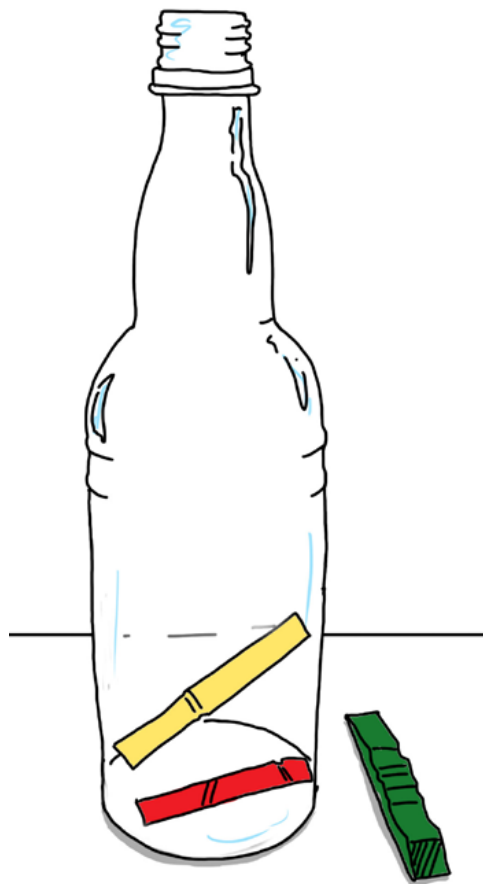
- Pull clothes pins apart, use halves.

Drop the pins in the bottle one at a time say, 'In' or 'We put the pins in the bottle'.

Then throw them out saying, 'Out'.

Get mother to demonstrate to their child.

Then allow child to try.



MESSAGE CARDS

6 WEEKS

Love

Show your baby that you love him:

- Look into baby's eyes.
- Talk or sing softly to baby.
- Stroke and cuddle baby.



Comfort

When your baby cries (make sure baby is dry and not hungry):

- Pick baby up.
- Rock baby gently.
- Talk softly and sing to baby.

Song: 'Hush little baby'



Picking baby up will not spoil him/her

3 MONTHS

Talk and smile with your baby

Make sounds to baby.

When baby makes a sound/coos, copy and make sound back.

Show baby things and people and name them.

Talk to baby about what you are doing.

Song: 'I love you, you love me'

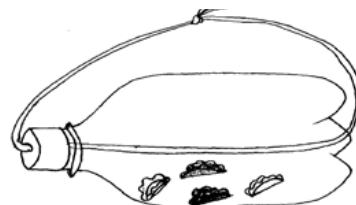


Make a toy: 'Bottle on a string'

Small plastic bottle on a string with bottle tops i to make noise.

Dangle it for baby. Shake it to make noise.

See if baby can reach for it, hit it.



Talking and playing with baby will help him/her learn

5-6 MONTHS

Talk

Talk with baby all the time.

Bath time

Use bath time to play and help baby learn.

Fill cup with water say *"Now the cup is full"*.

Pour the water out all over baby's tummy.

Show the baby the empty cup say, *"Now it is empty"*.

At end of bath touch baby and say *"Baby is wet"*.

After you dry baby say *"Baby is dry"*.

Wrap baby in towel and cuddle.

Play and sing with your baby

Song: *'Round and round the garden'*

'This little piggy went to market'

Make a toy: 'Shaker'

Shake it for your baby. Let baby hold it, bang it, shake it.

Play: *Hide shaker*



9 MONTHS

Praise

Praise your baby often.

Praise him when he tries to do something new like clapping hands or shake the shaker. Tell him what he did that is good, *"Good baby you can put the caps in the box."* Say *"Good baby"*, *"Smart baby"*. Hug and kiss baby.

Book

Sit baby on your lap. Point at the pictures. Talk about the pictures.

Say *"See the brown dog. The dog goes woof woof."*

Help baby touch the pictures.

Praise baby when he/she touches the pictures

Make a toy: 'In and Out Toy':

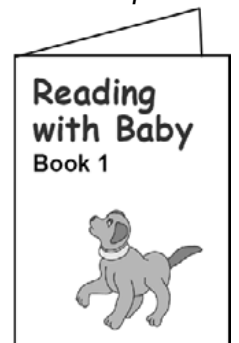
Use a container and 4 large plastic bottle caps.

Put them in and out the container, saying *"In"* and *"Out"*

Then let baby play putting the caps in and out.

Praise baby every time

Play games: Peek a boo



12 MONTHS

Draw

Make a mark on the paper. Let baby try.
Scribble on the paper. Let baby try.

Praise baby for trying

“Good baby you marked the paper.”

Book

Every day look at a book with baby.
Talk about the pictures.
Name a picture and ask baby to point at it.
Help baby turn the pages.

Song: *‘Clap your tiny hands’*

Talk

Name actions: ‘bye bye’, ‘no’, ‘clap hands’, ‘up’ when lifting up, ‘down’, ‘bang bang’

Make a toy: ‘Stacking toy’

Top half of 3 bottles

Play with baby stacking bottle tops, say *“put on top”* praise baby’s attempts

Remember Always show your baby that you LOVE him/her



18 MONTHS



Talk with your baby

Point at things in and out of the home and name them. When feeding name food, spoon, fork, when dressing name clothes, when bathing name body parts (use proper names). See what the baby is interested in and tell her about it.

Praise baby for any attempt to name things

Book

Look at a book every day with baby. Talk about the pictures. Get baby to point to the pictures. See if baby can name any.

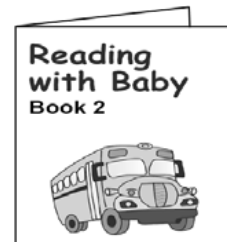
Praise baby for trying "Good baby you know spoon."

Draw

Scribble on the paper. Let baby try.

Draw round and round. Let baby try.

Praise baby for trying "Good baby you did round and round."



18 MONTHS CONTINUED

Puzzle

Let baby play with puzzle. Talk about the flower.

First take out the big circle, say "Fix the flower."

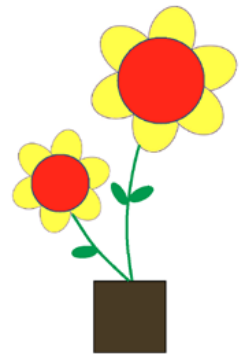
Help baby put back the big circle. Then let baby try on his own.

When baby can put in big circle, take out square and let baby put it in.

When baby can put in square on own, take out both circles and see if baby can put them in.

Then take out all 3 pieces and see if baby can put them in.

Praise baby every time baby puts a piece in and call the names: big circle, small circle and square "Smart baby you put in the little circle".



Buy another picture book and some blocks if you can.

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www.iadb.org/SocialProtection