

Early Childhood Development Kit

ACTIVITY GUIDE



Draft: Only for training

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UNICEF Office for the State of Uttar Pradesh

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Acknowledgement

This training module was developed as part of a pilot project in Barabanki district of Uttar Pradesh, India with two local governance bodies (Gram Panchayats)- Chandwara and Chilouki of Masuli block. The context was the increased financial allocation to the Gram Panchayat from the central and state finance commissions with emphasize on human development. The participatory planning exercise- Gram Panchayat Development Plan -as a pre-condition for the direct disbursal of allocated funds to the Panchayat also reiterated the focus on human development.

Recognizing the importance of first 1000 days and early child hood education, the pilot project conceptualized an intervention at GP level through a dedicated and trained worker for Early childhood development, named as Bal Visheshagya (BV) or child specialist. Since the approach to ECD interventions must be integrated – encompassing education, nutrition and protection- Bal Vishashagya was given the responsibilities of these three aligned to existing government programmes of NHM (VHND), ICDS (Anganwadi and ECD), ICPS (child protection committees) and SSA (School Management committees. The detailed job description is given as annexure.

The intervention resulted in creating a model of Village Health and Nutrition Day (VHND) and ECD supported by Gram Panchayats. It also supported the GP to create platforms of interaction with young girls on menstrual hygiene management and parental counselling on positive parenting.

We acknowledge the contribution by Dr. Neelima Chopra in the preparation of the module and Study Hall Foundation in training the Baal Visheshagyas. We are also grateful to all staff of UNICEF office for Uttar Pradesh for their contribution and support in this pilot initiative.

This module is developed and used by the Bal Visheshagya. It can be used for creating awareness on ECD among care takers as well as for training volunteers and workers to impart early brain stimulation and education at the community level.

Foreword

Ensuring same starting line for all children!

Children are born with significant disparities and large numbers of them grow up with irreversible outcomes in brain development, health, nutrition and education. When children are denied of an equal and fair start in life, inequality and deprivations are passed on from one generation to the other. To break the social reproduction of deprivations, early childhood development is considered as the smartest intervention that any government can make towards a more equal and shared society. In the earliest years of life, especially in the first 1,000 days, babies and young children need nutrition, stimulation, protection and love for optimal brain development and the best start in life. The first three years are particularly critical, as it is a period of rapid brain development and learning. Evidences show that sooner we do, the more likely we will reach the goal of development that is shared by all and envisaged through Sustainable Development Goal 2030.

Why should Gram Panchayats invest in Early Childhood Development?

Decentralized local governance structure- Gram Panchayats(GP)- are empowered in the country financial resources from central and state Finance commissions since 2015. Increased financial allocations insist on the condition that Panchayats need to focus more on human development and move away from the concept of development as ‘. construction work’. The participatory planning exercise- Gram Panchayat Development Plan- a pre- condition for financial allocation reiterates the attention on human development. If Gram Panchayats need to plan and invest in an intervention that can bring more equality among different social and economic groups and ensure human development in a sustainable manner, it has to be invariably childhood. Gram Panchayat has to ensure equal start for all children for them to catch up with quality pre-school and primary education in the later part of childhood. The famous African proverb that ‘it takes a whole village to raise a child’ can be rephrased in the context of this training module on Early childhood development. It takes all the skills and resources of a Gram Panchayat to raise a child with equal opportunity.

Government has national flagship programmes such as National Health Mission and Integrated Child Development Services to ensure that every child is ensured of the age appropriate growth and the care starting from inception. The attention demanded by the services offered through Ante natal and post natal care, immunization services and nutritional supplementation and monitoring programmes have led to rather negligible focus on the brain development and early stimulation of children. Partly because these two aspects of growth cannot be given as ‘one time service’ at a delivery point by the front line workers but involve multiple factors and actors over a period of early childhood. At the same

time, these are time bound interventions in children, which means that if missed out, they result in irreparable damage to children.

Recognizing the criticality of early childhood interventions as life-transforming opportunities for children and the initial step in reducing the prevailing inequalities in our society, GPs need to prioritise attention and investment in ECD. This training module is prepared for planning and implementing ECD intervention at GP level.

What are these interventions and why only GPs can undertake in a sustainable manner?

- Well being of the pregnant women need to be perceived in a holistic manner, which includes her physical (nutritional and health) and mental status. This will have impact on her health condition post-delivery as well as for the brain development of the foetus. If alcoholism and domestic violence do affect the well- being of pregnant women and the growing foetus, Gram Panchayat needs to address them as a development challenge and plan interventions through GPDP.
- If women are not aware of the crucial link between their well being and brain development of the foetus, Panchayat has to ensure that they are counselled along with their care takers.
- Using the available financial resources, GP can plan to support the Village Health and Nutrition Day to ensure that ante- natal care is provided as per the recommended standards along with counselling to pregnant women and care takers.
- Since brain develops faster in the initial years, brain stimulation activities as part of daily interactions also need to be communicated to the parents including other care takers in the family
- Brain stimulation need not involve expensive toys and special timing. It involves creative use of all safe things at home and all moments of interaction with the child such as responsive feeding, bathing, dressing up, baby talk when awake and putting to bed. This has to be emphasized and ensured that all care takers are made aware of it through existing platforms of interaction with community members such as Mother's committee, Gram Sabha, statutory committee meetings, School Management Committee etc.
- Children learn language through interaction. GPs can create platforms to talk to care takers about the significance of indulging in 'baby talk' which has simpler vocabulary and sentence structure than adult language, exaggerated intonation and sounds, and lots of repetition and questions. All of these features help the child to sort out the meanings, sounds, and sentence patterns of his or her language. Babies learn to speak through these interactions. Children who are not spoken to for example, a child who regularly hears language on the TV or radio but nowhere else will not learn to talk. These simple yet crucial information need to be shared with parents and care takers during the interactions at the Anganwadi or during the VHND with mothers and other care takers.
- Quality early childhood education (ECE) has a critical impact on children's nutritional well-being, future school retention and learning, particularly in the early years of primary education. When children enter primary school directly without quality preschool education – and thus, without school readiness –

they are more likely to drop out and not learn to their potential. It is important, therefore to prepare children well for starting their education through playful and positive learning experience in pre- school. GPs need to ensure that Anganwadis function as pre- school (rather than a mere feeding centre) with appropriate learning levels imparted through recommended activities- indoor and outdoor.

- GPs can provide infrastructure support to Anganwadis including child friendly toilets, handwashing facility and mats on the floor etc. GPs can also mobilise private contributions in the form of play materials
- GPs can provide snacks in the morning, if majority of them come with empty stomach (especially if other governmental provisions for feeding are discontinued or not available)
- Most importantly, GPs can support the Anganwadi with an extra human resource to support the Anganwadi worker in early childhood education in the Anganwadi and counselling during the VHND. This can be young volunteers or retired people who have interest and skills to engage with children. This training module helps them to familiarize with the vast field of ECD and help care takers to practice the recommended activities at home as well as help the anganwadis to function as pre- school centres.
- Given the caste- class nexus in our society and its impact on basic services, especially in the form of exclusion from quality basic services, only GPs can ensure equity and equal opportunities to the socially and economically marginalized households.
- As households move up in the economic ladder, they tend to access private services especially for health and education. Given this trend, government services for ECD caters almost exclusively to the poorest and socially marginalized groups. As per the constitutional mandate of equal opportunity, right to quality life and non- discrimination that GPs need to ensure that ECD services are transacted with quality.

We have left many generations miss out on early stimulation of brain and early education as we struggle with poor learning outcomes at primary school level and significant numbers of child labourers in the state. Hence, we just cannot afford to let the perfect become the enemy of the good, as so often happens in education debates.

Gram Panchayats can and must do everything in their power to ensure that every child begins at the same starting line.

Piush Antony Ph.D
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Module 1

Module – 1: Session Plan

S. No.	Session	Time required	Material	Activities
1	Introductory session	30 min 20 min 10 min 30 min	<ul style="list-style-type: none"> Flipbook and markers Pre-evaluation form Hand outs 1 and 2 	<ul style="list-style-type: none"> Welcome and introduction Pre-evaluation Development of ground rules and details of training Discussion in Groups (Hand outs 1 &2)
2	Why is it important to learn about Early Childhood Development?	30 min 30 min	<ul style="list-style-type: none"> Chart papers & Markers Blackboard and chalk & Hand Out 3 	<ul style="list-style-type: none"> Chart work on why it is important to care for 0-3 year old children Convention on the rights of children (CRC)
3	Early Childhood Development and brain development	30 min Videos 45 min discussion 15 min summary	<ul style="list-style-type: none"> Blackboard and chalk, Video 1 and 2 on brain development 	<ul style="list-style-type: none"> Brain Development 0-3 year old children
4	Domains of development	30 minutes	<ul style="list-style-type: none"> 5-6 folded chits with daily activities written on them. 	<ul style="list-style-type: none"> Role play on domains of development
5	Milestones in following sub-stages: <ul style="list-style-type: none"> Pre-natal Development Development of neonates (Birth-28 days) Development from 1 month- 6 month onwards Development from 7months- 12 months Development from 13 months to 36 months 	45 min 30 min	<ul style="list-style-type: none"> PPT on 'development in infancy' Video on 'Developmental Milestones-Infancy' Hand Out 4 (on Milestones), 	<ul style="list-style-type: none"> Discussion on Milestones of development Small Activity for children by participants

S. No.	Session	Time required	Material	Activities
6	Responsive caregiving in 0-3 age group: <ul style="list-style-type: none"> • Providing Security, safety and protection • Importance of Early stimulation 	30 min	<ul style="list-style-type: none"> • Hand Out 5 (child safety and protection) 	<ul style="list-style-type: none"> • Activity on needs of 0-3 year old children • Group discussion on child safety and protection • Early Stimulation
		30 min		
		30 min		
7	Responsive caregiving in 0-3 age group: <ul style="list-style-type: none"> • Importance of Breast feeding • Nutrition of 0-3 year old children • Health of 0-3 year old children 	45 min	<ul style="list-style-type: none"> • Videos on breast feeding • Hand Out 6 on Breastfeeding • Hand Out 7 Guidelines for weaning processes in Breastfed 	<ul style="list-style-type: none"> • Importance of breast feeding • Nutrition for 0-3 year old children • Health of 0-3 year old children
		45 min		
		45 min		

Session 1

Introductory Session



Learning Objectives

- Getting to know each other; establishing relationships, mutual trust and respect
- Information regarding the overall training and goals to achieve
- Development of ground rules
- Identification of challenges faced when interacting with mothers



Total Time

1 hour and 30 minutes



Materials

Flipbook and markers, Pre-evaluation form, Hand Out 1 and 2



Activity 1

Welcome and introduction

Time for Activity 1 (Approximately 30 minutes)

Welcome the participants and introduce yourself and other members supporting you in the training session. Ask all the participants to join you in a game. This will help you in establishing relationships and mutual trust with your group. The games help people to get to know each other; they are fun and joyful; and reduce participants' fear of making mistakes, making fools out of themselves or saying something stupid.

People 2 People

Everyone walks around in the room. When you clap, you give a certain order, which needs to be done until you clap again (for example: “Shake hands”, “Introduce yourself”, “say “Hello” in different languages you are able to speak”, “knees to knees” (meaning touch someone else’s knees with yours), “ears to elbows” (meaning touch someone else’s elbow with one of your ears”, “come together with people who have birthday in the same month” and so forth)

Creative introduction round

Stand in a circle. Each person says their name and shows a certain movement, which is characteristic of themselves. The next person repeats the names and movements of the people who have already had their turn and adds their own name and movement.



Activity 2

Pre-Evaluation

Time for Activity 2 (Approximately 20 minutes)

Distribute the pre-evaluation forms you find in the appendices to the participants, explain it briefly to the participants and provide them with 10-15 minutes to answer the questions.



Activity 3

Development of ground rules and Detailed information regarding the project and the day’s training

Time for Activity 3 (Approximately 10 minutes)

Come up with some ground rules together. Not only does this create a sense of belonging, but also establishes a dynamic of ownership and mutual respect. Such rules can include turning off your cell phone, behaving respectfully, listening to each other and never suppressing laughter (but not at someone else’s expense).

It is important to provide all participants with a quick overview of the training and explain the structure of the training to support their understanding and orientation throughout the day. Explain the ideas, goals and the process of the project. Emphasis the following:

- Implementing the knowledge they’ll receive might be challenging – especially in the beginning.
- No one is perfect and can implement everything immediately.
- This is a transformative process of integrating the learning content in one’s work – a process that includes a lot of smaller, yet important, steps.
- The educator, and the children and families they are working with, will benefit from it very much in the long term.

This training will help educators to:

- Enhance and develop their understanding of 0-3 year old children.
- Interact and train the mothers in an effective manner.
- Provide age-appropriate stimulation for children under three years of age.
- Make use of existing resources within the community.
- Reflect on and transform their own perspectives towards children and early childhood development.



Activity 4

Discussion in groups

Time for Activity 4 (Approximately 30 minutes)

- Provide people with time and space to share their thoughts and feelings related with the importance of this training
- Make sure everyone is being heard and respected.
- Be sensitive towards their perspectives.
- Ask them what would they like to learn?
- As the facilitator, respond to people's concerns and ideas, and where possible, link them to the training material and reinforce the ground rules that will create a safe and supportive environment.

Divide participants in two groups. Give one group handout 1 and the other group handout 2. Ask the groups to read their handout in their groups. Give them 10 minutes. When both groups have read over the examples, ask them to discuss the following questions:

- What is the context of the news?
- In what ways are they similar or different to their context?
- What can you learn from this news for your work?

Let participants to reflect and share their own experiences. Relate them with the objectives of the training and the need to understand the development and care of 0-3 year old children. Try to identify the most important principles or answers everyone can agree upon and note them down on posters. Afterwards put them up in the room. They shall accompany you during the sessions.



Hand Out 1

Ministry of Health and Family Welfare, Government of India
29-September-2017 14:54 IST

India registers significant decline in Infant Mortality Rate (IMR) Major drop in birth cohort and infant deaths Gender gap reducing: Big boost to 'Beti Bachao Beti Padhao'

India has registered a significant decline in Infant Mortality Rate (IMR). According to the just released information, IMR of India has declined by three points (8% decline), from 37 per 1000 live births in 2015 to 34 per 1000 live births in 2016. India has registered 90000 fewer infant deaths in 2016 as compared to 2015.

According to the information the gender gap in India for child survival is reducing steadily. The gender difference between female and male IMR has now reduced to <10%, giving a major boost to the 'Beti Bachao Beti Padhao' scheme of the Government.



Hand Out 2

Sixty one children, mostly newborns, have died in the last 72 hours at the hospital in Gorakhpur where 70 infant deaths were reported three weeks ago, from various causes including oxygen shortage.

In the last 24 hours, 19 children have died at the Baba Raghav Das (BRD) Medical College, four of encephalitis. The rest were babies who died in the hospital's neonatal intensive care unit.

The hospital sees hundreds of patients from neighbouring Bihar, other districts of Uttar Pradesh and even Nepal. A doctor at the encephalitis ward said the situation may worsen because of rain and floods. "We get patients from eastern Uttar Pradesh, Nepal and Bihar – states that are reeling under the effects of flood leading to a jump in the number of children coming to the hospital," he said.

According to hospital records, this year till Monday at least 1,250 patients have died in the encephalitis and newborns' ward. Many of the patients told that it is because of inadequate and ill-equipped medical facilities in their hometown that they have to travel to BRD Medical College in Gorakhpur.

Session 2

Why is it important to learn about Early Childhood Development?



Learning Objectives

Participants will be able to:

- Define the positive impact of investing in ECD for children- development, health, education and social behavioral.
- Define the positive impact of investing in ECD in families, communities and nations.
- Understand that all young children have rights for survival, development, education and participation.



Total Time

1 hour 30 minutes



Materials

Chart papers and markers



Activity 5

Chart work on why it is important to care for 0-3 year old children

Time for Activity 5 (Approximately 40-45 minutes)

Divide the group into small groups of 4-5 each. Give each group one chart paper and one marker. Initiate a discussion on why we should look after our young children and have good programmes for 0-3 year old children. Listen to each group, giving time to all members to speak. Now ask them to summarize their points on the chart papers. Each group can write points on different theme areas.

Information for Facilitator

Positive impact of early childhood development: Looking after children or providing proper care children in early years has the following benefits:

1. Good overall development of children

- Good care during 0-3 years leads to good growth and development during later years also. 0-3 years are the foundation years for development in later years. Thus, investment in early childhood development programs leads to a life-long impact on children.
- The impact of ECD is different at different ages- if we target younger children, we get better results. Thus it is best to start very early and provide good care for 0-3 year old children. Components of good care include providing good nutrition, maintaining good health of 0-3 yr old children, opportunities for interaction and play with adults and other children, ensuring safety and security of the child and being responsive to the physical as well as emotional needs of the 0-3 year old child.
- Research shows that when such good care is provided to children in 0-3 years, it leads to positive impact on children's psycho-social development. It results in improved cognitive development (thinking, reasoning); improved social development (relationship to others); improved emotional development (self-image, security) and improved language skills.
- Good care during 0-3 years also has positive impact on children's Health and Nutrition. It leads to increased chances of survival of children; improved weight/height for age, reduced chances of catching infections and illness, improved habits related with sanitation and hygiene like washing hands after going to toilet or before meals.
- Good care during 0-3 years also has positive influence on children's progress and performance in primary School. Children have higher chance of completing primary schooling; less chance of repeating grades; greater learning and better school performance.



2. Positive impact on families and communities- Care for 0-3 year old children also help families and communities and result in following:

- **Improved general knowledge on**
 - own health and hygiene;
 - nutrition
 - education of children
- **Better attitudes and practices related with**
 - nutrition,
 - promoting education of children,
 - providing equal opportunities to girls in the families,

- no child marriages,
- smaller families,
- gap between children and so on.
- Family relationships are also positively affected.
 - Improved self-esteem leads to better husband-wife and parent-child relationships.
- Employment opportunities are enhanced
 - Caregivers are freed to seek or improve employment;
 - new employment opportunities created by programmes,
 - increased participation of women in economic activities

3. Care for 0-3 year old children also have positive impact on the country as a whole-

- healthier population; reduced number of days lost to sickness;
- a more literate, educated population; greater social participation;
- an improved labour force;
- reduced delinquency; less expenditure on curbing crime
- reduced fertility and early births;
- reduced social inequalities
- Thus, investment in early childhood programmes should be a priority within the country.



ACTIVITY 6

Discussion on Convention on the Rights of Children (CRC)

Time for Activity 6 (Approximately 40-45 minutes)






Materials

Blackboard/whiteboard and chalk

Ask the participants if they are aware of their rights. What are these, what are these rights, can they list them, like Right to live, Right to eat what they want, Right to wear what they like, Right to education, Right to marry as per their own choice, Right to practice their religion and so on.

Now on a blackboard, make three columns as shown below. One column should have smiling face, second will have sad face and third will have a question mark on the face.

Smiling face	Sad face	Face with question mark
		

Now ask the group, do children also have rights, if no, why not, if yes, what are these rights, what according to them are the rights of children (write them in the first column), what are not their rights (write them in the second column). If any item is questionable and there is a lot of debate on it, put it in third column.

Now discuss the following with the participants:

The Convention on the Rights of the Child (CRC) came into effect in 1989.

- Applicable ALL the time to ALL children in ALL situations
- India, like many other countries in the world have signed it
- All our national policies and programmes for children are based on this treaty.

Main CRC Foundation Principles

The right to life, survival and development. (Article 6)

- All children have the right to live, and grow properly, including girls. This principle also looks at child development as a holistic concept: i.e child's physical health is associated to cognitive development. This also means that all children should be provided with access to basic health services, good nutrition and care.

No discrimination (Article 2)

- The rights of children apply to all children; girls and boys, from rich or poor families, urban, rural and tribal areas, children who belong to disadvantaged or marginalized communities like certain castes, religion or remote areas cannot be excluded or cannot be left out in designing programmes and policies.

Best Interests of the Child (Article 3)

- The best interests of the child should be a primary consideration in all actions and decisions. The principle supports a child-centred approach and focuses on finding the best solution for the child both in the case of actions undertaken by public and private institutions and within the family.

Respect for the Views of the Child (Article 12)

- Children should be given the opportunity to participate in decisions that affect them, in a manner appropriate to their age and evolving capacity. The principle is linked to the one on the best interest since it stresses the importance of children's opinions in the realization of their rights. The *views of the child* are to be heard and respected. Children have a right to participate in decisions making processes that affect them, in ways appropriate for their age and capacity.

Other rights include:

- Right to play and entertainment
- Right to education

Now based on the discussion, review the rights of children written earlier on the blackboard and discuss who is responsible for ensuring that the rights of children. Distribute the Hand Out 3 to participants. Ask them to write the name of persons, institution or body that is responsible for ensuring these rights of children. e.g parents, families, relatives, communities, central, state or local government, anganwadi workers, asha workers, doctors, pre-primary or primary teachers etc.



Hand Out 3

What Children Should Have If Rights Are Being Addressed

Prenatal Stage

- Have a healthy, well-nourished mother who is old enough and able to care for the child
- Have good spacing between births

Who all are responsible for ensuring these rights?

Birth to 6 months

- Be delivered safely and well cared for in the first hours of life
- Birth is registered
- Receive exclusive breastfeeding
- Be talked to and loved
- Have adequate health care services

Who all are responsible for ensuring these rights?

From 6 months through 2 years of age

- Continue to receive adequate health care services
- Be well nourished, breastfed, given adequate complementary foods
- Have protection from malaria, dengue, or other such diseases
- Receive adequate care from family members in feeding, hygiene and home health
- Receive adequate cognitive stimulation, emotional support and opportunities for play
- Have the opportunity for screening and treatment if have any special needs or disability
- Be raised in an environment without pollution or contamination
- Have access to clean water
- Be protected from discrimination and abuse in families and communities
- Be protected from war, violence and displacement

Who all are responsible for ensuring these rights?

From 3 through 5 years of age

- Continue to have access to adequate health care services
- Have access to sufficient food
- Have protection from malaria, dengue, or other such diseases
- Receive adequate cognitive stimulation, emotional support and opportunities for play, learning and exploration
- Be able to attend quality child care and preschool

- Have the opportunity for screening and treatment if child appears to have disability
- Be raised in an environment without pollution or contamination
- Be protected from discrimination and abuse in families and communities
- Be protected from war, violence and displacement
- Have access to clean water and sanitation systems

Who all are responsible for ensuring these rights?

From 6 through 8 years of age

- Continue to have access to adequate health care services
- Have access to sufficient food
- Have protection from malaria, dengue, or other such diseases
- Receive adequate cognitive stimulation, emotional support and opportunities for play, learning and exploration
- Be able to attend and learn in primary school
- Have the opportunity for screening and treatment if child appears to have disability
- Be raised in an environment without pollution or contamination
- Be protected from discrimination and abuse in families and communities
- Be protected from war, violence and displacement
- Have access to clean water and sanitation systems

Who all are responsible for ensuring these rights?

Session 3

Early childhood development and brain development



Learning Objectives

Participants will be able to:

- Describe the pattern of brain development in early years
- Articulate the importance of early stimulation on brain development in early years
- List activities for promoting brain development



Total Time

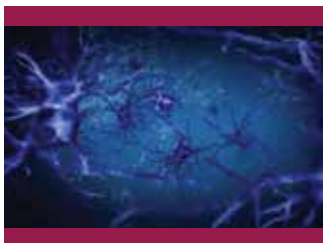
1 hour 30 minutes



Materials

Blackboard and chalk, Video 1 and 2 on brain development.

VIDEO 1



<https://www.bing.com/videos/search?q=Brain+Cells+Neurons&view=detail&mid=D04B59693541EFAB0F1ED04B59693541EFAB0F1E&rvsmid=A4B9ECEFA6F13A8C6B48A4B9ECEFA6F13A8C6B48&FORM=VDQVAP>

VIDEO 2



<https://www.bing.com/videos/search?q=brain+development+in+infants+and+toddlers&view=detail&mid=C0215E1F0E0E89180456C0215E1F0E0E89180456&rvsmid=84864B9952836AC7E83A84864B9952836AC7E83A&FORM=VDRVRV>

VIDEO 3



<http://resourcesforearlylearning.org/educators/module/1149/35/157/>



Activity 7

Brain Development 0-3 year old children

On a blackboard, make three columns as shown below.

Topic: Brain Development in children

What new born or very small babies can do	What new born or very small babies can not do	What I have learned new

Ask the participants what they know about what babies can do. List it in the first column. Ask them, what they cannot do and list it in 2nd column. Fill the 3rd column at the end of the session.

Now ask the participants if they have seen a human brain before. Show them pictures of brain given below:



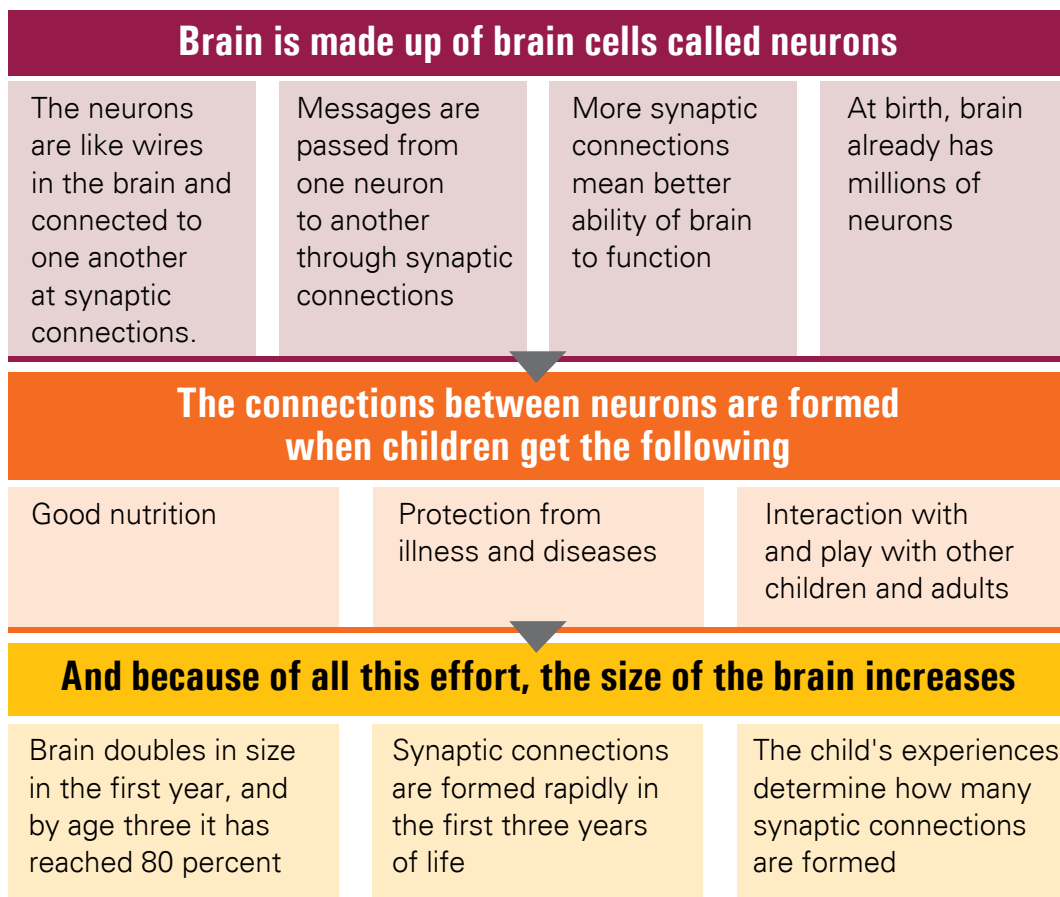
This is how human brain looks like

Tell the participants that the brain is made up of millions of brain cells called neurons. These neurons pass messages in the brain and help it function properly. Show them the pictures of neurons in the brain.



Picture of neurons in the brain:

You may also show Video 1



Summarize the points as follows

- First three years for child's brain development are very important. Brain development taking place before age one is more rapid and extensive than previously realized. The months immediately after birth are critical in terms of brain maturation. During this time the number of synapses the connections that allow learning to take place increase twentyfold.
- Experience and genes are both important. Development of the brain is much more vulnerable to environmental influence than suspected. A child's brain is neither a blank slate nor is it fully developed at birth. Rather brain development is a delicate balance between genes and the environment.
- Timing of experience can be critical. There are periods in life when the brain is particularly open to new experiences and especially able to take advantage of them. If these sensitive periods pass by without the brain receiving the stimulation for which it is primed, opportunities for various kinds of learning may be substantially reduced. This important period for brain development is 0-3 years.
- Early experiences are important in shaping the way the brain works. Quality of interaction with others and a child's experiences related with health, nutrition, care and stimulation during the first 18 months leads to

good developmental outcomes. However, if these are not provided like for children from poor environments, it may result in irreversible deficits. Early experiences have the most significant effects on children's development and learning

- The influence of the early environment on brain development is long lasting. Children's early exposure to good nutrition, toys and stimulating interaction with others has a positive impact on children's brain functions later in life. In contrast, children who experience extreme stress (like violence, abuse, neglect) in their earliest years are at greater risk than peers without this stress for developing a variety of cognitive, behavioral and emotional difficulties.
- Neglect and child development: We have also discussed earlier, the early years are critical in the formation of intelligence, and social behavior. But if in early years the child does not get proper care and attention, it can have harmful effect on children. The effects of early neglect can be very harmful for children in later life also. Research suggests that there are critical age in children's development where it is important to ensure that children are having the kinds of experiences that support their growth and development. This critical age is 0-3 years.

Now show them the video 2 and 3 and again summarize as follows:

- Much of the brain is already formed at birth and during the first two years of life most of the growth of brain cells occurs, accompanied by the structuring of neural connections.
- By age 6, most of these connections are made or will not be made.
- Providing good care and experiences at an early age favorably affects various learning abilities in later life.
- It thus becomes important for mothers, families to know the importance of early years in brain development
- It is also important for mothers and families to know importance
 - good nutrition like breastfeeding, nutritious food.
 - good health like immunization, protection from infections, providing safe drinking water
 - providing care for young children like hugging and kissing them, smiling and maintaining eye contact while talking to them, not leaving them alone or with strangers,
 - and conducting activities with them like telling stories, singing lullaby or songs
 - Write the new learning about brain development in 3rd column.



Session 4

Domains of development

- *Cognitive Development*
- *Physical Development (Gross and fine motor)*
- *Social and emotional Development (attachment to primary caregivers)*
- *Language Development (listening and speaking)*



Learning Objectives

Participants will be able to:

- Identify 4 important domains of development
- Articulate the importance of early stimulation on each domain of development in 0-3 year old children
- Understand the concept of holistic approach to early childhood development (prenatal to age 3)



Time

30 minutes



Materials

5-6 folded chits with daily activities written on them.



Activity 8

Role plays on domains of development

Ask participants what they understand by children's growth and development from birth till 3 years. Discuss the following important points related with development:

- From birth onwards, children undergo many changes. These changes are referred to as growth and development.
- Children undergo different types of changes. These are called the domains of development.

These include

- Physical
- Cognitive
- Language
- Emotional and social



- Physical development includes development like changes in height, weight, fine muscles, gross muscles, use of hands and feet for different purposes.
- Cognitive development includes memory, problem solving,
- Language development includes children learning to understand language, use of language to communicate and express themselves,
- Emotional and social development includes changes related with emotions like anger, empathy, love, jealousy, and social includes friendship, relations with family members
- All children develop at a different pace. Like some children start walking earlier than others, some start talking a little later than others and so on
- All areas of learning and development are intricately intertwined, young children develop and learn holistically and their emotional and social development seems to form the bedrock of other areas.

- Prepare 5-6 chits or small pieces of paper with different daily activities written on each chit. Each activity should cater to one domain of development as discussed earlier.
- E.g. playing football, studying in school, playing indoor with friends, talking on phone with a friend etc.
- Divide the participants into 4 groups. Ask one participant from each group to come one by one and pick up a chit. The group may read the activity given on the chit, but don't tell the others. They have to prepare a short role play depicting the activity.
- The other groups have to guess what activity the group is performing and which domain of development does it belong to.
- Repeat with all the groups.

Session 5

Milestones in following sub-stages

Milestones in child's development

- Development of neonates (Birth-28 days)
- Development from 1 month- 6 month onwards
- Development from 7months- 12 months
- Development from 13 months to 36 months



Learning Objectives

Participants will be able to:

- Identify the sub groups for development prenatal to 3 years
- Articulate the milestones in each domain of development in 0-3 year old children



Time

1 hour15 minutes



Materials

Hand Out on Milestones (Source: UNESCO website), PPT on 'development in infancy' and Video on 'Developmental Milestones- Infancy'



Activity 9

Discussion on Milestones of development

Time for Activity 9 (Approximately 45 minutes)

- Ask the participants to discuss when a small child starts walking.
- Now start an informal discussion on when do small children start talking.
- Now give the Hand Out on Milestones to all the participants.
- Give them 5 minutes to go through them.
- Now discuss each stage of development and the milestones children go through in their development.

Show the PPT on 'development in infancy'.

Also show the participants the video on 'Developmental Milestones- Infancy'



Activity 10

Activity for small children by participants

Time for Activity 10 (Approximately 30 minutes)

Ask any one participant to start a short song, poem or story for small children. Ask all participants to join in. After the song, poem or story is over, discuss how this activity will help the children in 0-3 years of age group. You may repeat this with 1-2 more participants.

Session 6

Responsive caregiving in 0-3 age group (Security, safety and Protection)

- *Providing Security, safety and protection*
- *Importance of Early stimulation*



Learning Objectives

Participants will be able to:

- Identify aspects of responsive caregiving and its importance for young children
- Define ways of providing safety and protection for 0-3 year old children
- Describe the importance and ways of providing early stimulation for 0-3 year old children



Time

1 hour 30 minutes



Activity 11

Activity on needs of 0-3 year old children

Time for Activity 11 (Approximately 30 minutes)

Divide the participants in 4 groups. You may ask them to think of an imaginary child 'Gudiya'. Ask the participants to discuss what are the needs of 'Gudiya' at different ages i.e.

- From the time of birth to 1 month old
- 1 month- 6months old
- 7 months- 12 months
- 13 months to 36 months

Each group can take up one age group and discuss the needs of 'Gudiya'. Give them 10 minutes to discuss. Now ask each group to share their thoughts. One member of each group can share the discussions.

Now link the points the participants have shared with the following points:

Responsive caregiving means that children have access to:

- Appropriate care during 0-3 year period,
- Parents or family is looking after the physical, emotional and cognitive needs of the child

Physical needs of the child include:

- Good nutrition, appropriate, affordable, diverse and nutrient-rich food
- A safe, secure, stable, protective environment,
- Adequate health services and a healthy environment including safe water, sanitation and good hygiene, immunization,
- Keeping the child clean
- Providing food at regular intervals
- Ensuring good sleep patterns for the child



Emotional and social needs include:

- Making the child feel loved
- Hugging and kissing the child often,
- Providing physical contact like giving massage or bath to the child
- Providing food at regular intervals
- Keeping the child clean
- Ensuring good sleep patterns for the child
- Maintaining eye contact with the child
- Talking to the child
- Taking the child to relatives, friends
- Encouraging the child to have friends



Cognitive needs of the child

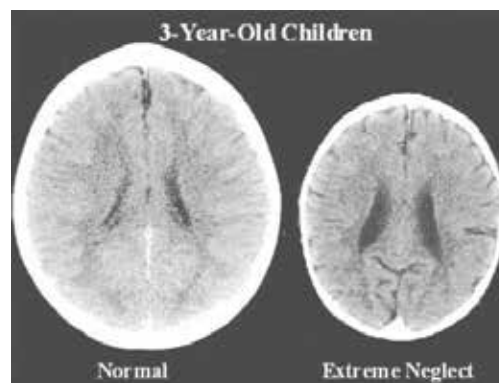
- Talking to the child, singing lullabys,
- opportunities to learn and play
- telling stories
- giving toys and books to the child



Conclude the session with the following points:

- Babies seem to come into the world primed for attachment to warm, familiar adults, who will usually be mothers, fathers, grandparents, older brothers and sisters and key adults in ECEC (Early Childhood Education and Care) settings.
- These attachments form the basis for subsequent relationships, and for a person's sense of self/ self-assurance
- Those children who have had experience of warm attachments and positive responses become socially adept, self assured, independent and inter-dependent, higher achievers in their later ECEC and school settings
- If they don't get this care from their parents and family, then it results in neglect.
- Neglect has very harmful effect on children's development.
- It has effect on their brain development. (Picture below)

Picture of Normal brain of 3 year old and brain of 3 year old child who has been neglected



- Neglect has negative effect on children's
- Language development
- Emotional development
- Social development
- Cognitive development (school performance)

Discuss in detail, how neglect can affect the above four main areas of development. Ask the participants to give examples and share in the group.



Activity 12

Group discussion on child safety and protection

Time for Activity 12 (Approximately 30 minutes)

Invite one participant to talk about an unfortunate incident or accident with a small child in their family or neighborhood. If no one volunteers, you may narrate an incident from your experience. However, do not only emphasize talking about very painful incidents like death of a child.

Make 3 columns on the board as shown below:

Topic: Accidents that have happened or can happen with 0-3 year old children

At home	On road neighborhood area	Any other place

Ask the participants to list examples of accidents that can happen at home, on road or in the neighborhood areas like parks, or any other place. Let the participants give brief examples.

Once all participants have shared their incidents, discuss what kind of accidents mishaps can happen and where, what can we do to prevent these.

Give a Hand Out 5 on safety precautions to be taken with 0-3 years children.

Discuss the list with the participants.

Ask them to add any other things in the list.



Hand Out 5

Hand out on child safety and protection

1. Keep sharp objects (knives, scissors, tools, razors) and other hazardous items (coins, glass objects, beads, pins, medicines) in a secure place out of child's reach.



2. Children often put small things in their mouths, ears or nose. Keep such things out of reach of small children.
3. Never leave your baby alone in a room, on a high bed, near bucket of water, hot water, near electricity wires, or near staircase.
4. Do not leave your baby alone with a young sibling or a pet, even when your baby is sleeping.
5. Walkers are unsafe at any speed and at any age! Never put your child in a walker.
6. Make sure that your baby cannot pull lamps or other electrical objects on top of him or herself. Use electrical tape to secure electrical cords along baseboards.
7. Eliminate tablecloths that can be pulled from the table.
8. Do not smoke and do not allow smoking around your baby.



9. Have gates that can be latched so that small child cannot crawl and go outside.
10. In majority of the reported cases of child abuse, the abuser is a family member or neighbor whom the parents trust. Be cautious of whom you leave your child with.



Activity 13

Early Stimulation

Time for Activity 13 (Approximately 30 minutes)

Invite the participants to talk about their experiences on play when they were small. Ask them to share their views on the following:

- What games they used to play,
- whom would they play with, their friends,
- how did they feel while playing,
- what kind of toys they had,
- where did they used to play
- Do they think play helped them to learn anything?

Now discuss the following points with them:

- Babies are born with great potential for learning
- It is in the hands of their parents and family members take advantage of the brain development during 0-3 years
- Early stimulation helps maximize children's brain development and lays foundation for life-long learning and development.
- Early stimulation is important for children from birth to age 6, with the aim of optimizing their cognitive, physical, emotional and social development
- Children from birth receive external stimuli to interact with others and their environment. When we stimulate our babies we are presenting different opportunities to explore, develop skills and abilities in a natural way and understand what is happening around them





- Each stage of development needs different stimuli that relate directly to what is happening in the individual development of each child.
- Early stimulation is one way to enhance motor development, cognitive, social and emotional development of our children,
- But we also must respect the individual development of the baby.
- Initially the activities focus on strengthening the emotional bond, massage and sensory stimuli.
- Then start gross motor activities, fine motor skills, concentration and language.

It is important to remember the following:

- Every child is different
- Do not force the child
- Play with the child

Discuss the importance of play in children's life

- All children have the right to play
- Both girls and boys should get equal time and opportunities to play
- Play helps in overall development of the children. It promotes development in all domains
- E.g. playing outdoor develops their muscles and makes their body strong
- Singing songs or listening to stories develops their language skills
- playing with blocks, puzzles helps in cognitive development
- Playing group games like football, snakes and ladder helps in developing social and emotional skills
- Children should be encouraged to play with their friends
- Safe places to play should be available for all children to play. These are also called child-friendly spaces
- Children should be provided lots of material to play with like beads, blocks, books,

- Children may be provided low cost, home-made toys. It is not necessary to buy expensive toys from markets for children to play with.
- 0-3 year Children should not watch too much of TV or play games on mobiles. It is not good for children.

Now divide the group into smaller groups of 4-5. Ask them to discuss in the smaller group about one play activity which can be done with 0-3 year old children. They also should list down how this play activity will be useful for the children of 0-3 year old age group.

Give them 10-15 minutes for this activity. Then one person from each group can share the groups' views.

Session 7

Responsive caregiving in 0-3 age group (Breastfeeding, nutrition & health)

- Importance of Breast feeding
- Nutrition of 0-3 year old children
- Health of 0-3 year old children



Learning Objectives

Participants will be able to:

- Identify aspects of responsive caregiving and its importance for young children
- Define ways of providing safety and protection for 0-3 year old children
- Describe the importance and ways of providing early stimulation for 0-3 year old children



Time

2 hours 15 minutes



Material

Videos on Breast feeding,



<https://www.youtube.com/watch?v=jlDoZkMhfcg>



<https://youtu.be/gv5pFiTSmFU>



<https://youtu.be/RvrEEdYhIY>

Hand Out 6 (Hand Out on Breast Feeding) & Hand Out 7 (Guidelines for weaning processes in Breastfed)



Activity 14

Importance of breast feeding

Time for Activity 14 (Approximately 45 minutes)

Show the videos on breast feeding. Then discuss the following with participants.

1. Breastfeeding is the cornerstone for child survival.
2. Poor breastfeeding practices contribute to 20 per cent of neonatal deaths and nearly 13 per cent of deaths in children below five years.



3. If all children receive the benefits of breastfeeding – globally, 8, 23,000 child deaths can be averted every year.
4. For India, breastfeeding can reduce 156,000 child deaths every year; reduce over 3.4 million episodes of respiratory infections and 3.9 million episodes of diarrhoea in young children.
5. If mothers breastfeed for more than one year – globally, 20,000 mothers' deaths due to breast cancer can be averted.
6. A longer duration of breastfeeding is associated with a 3 point increase in IQ.
7. Longer periods of breastfeeding are associated with a reduction in a child's risk of being overweight or obese.

Yet in India

1. Almost 80% deliveries take place in health facilities but only 45% children receive breastfeeding within one hour of birth.
2. 65% are exclusively breastfed for the first six months.
3. 50% children between 6-8 months given complementary foods along with breastfeeding.

Divide the participants into 4-5 groups. Ask them to discuss in their groups the common myths related with breast feeding. E.G.

- Jaaam Guthi should be given to child immediately after birth
- Breast milk is not sufficient for the baby during the first few days after birth
- Breast feeding is not possible after a caesarean birth
- Babies need extra water along with breast feeding in summers.
- Breast feeding should be stopped if the baby has diarrhea

Ask each group to share their views on these myths. Encourage them to share their views on how they can talk to mothers to promote breast feeding for their 0-3 year old children.

Colostrum is the first secretion from the breast for the first few days after delivery. It is very important for the child. In fact colostrum is all that the baby needs for the first few days of life.



Mother's have to be taught how to hold their baby while breast feeding them.

This essential ahta the baby is attached to the breast properly as it is only then they will get optimal amount of milk an every feed.

It is essential that every new mother is explained the correct position by the nurse or a skill birth attendant when she feeds her baby for the first time.



Hand Out 6

Hand Out on Breast Feeding

- Breast-milk contains all essential nutrients needed for the infant; it provides the best nutrition and protects the infant from infections.
- Breast-milk is a natural food and is more easily digested and absorbed by the infant as compared to formula milk prepared from other sources.
- Colostrum, which is the milk secreted during the first 3- 4 days after child birth, is rich in proteins, minerals, vitamins especially vitamin A and antibodies. In addition, it has a laxative effect as well.
- Breast-feeding helps in reducing fertility and facilitates spacing of children.
- Lactation provides emotional satisfaction to the mother and the infant.
- Recent evidence suggests that human milk may confer some long term benefits such as lower risk of certain autoimmune diseases, inflammatory bowel disease, obesity and related disorders and probably some cancers. Therefore, breast milk is the best milk for the new born and growing infant.
- It establishes mother-infant contact and promotes mother-child bonding.
- Breast-feeding helps in retraction of the uterus.
- Incidence of breast cancer is lower in mothers who breast feed their children.
- Breast feeding is associated with better cognitive development of children and may provide some long-term health benefits.

Important points to remember

- Start breast-feeding within half an hour after delivery and do not discard colostrum.
 - Breast-feed exclusively (not even water) up to six months if the growth of the infant is adequate.
 - Continue breast-feeding after six months upto 2 years and beyond, in addition to nutrient rich complementary foods (weaning foods).
 - Breast-feed the infant frequently and on demand to establish and maintain good milk supply.
 - Take a nutritionally adequate diet both during pregnancy and lactation.
 - Avoid tobacco (smoking and chewing), alcohol and drugs during lactation.
- Ensure active family support for breast-feeding



Activity 15

Nutrition for 0-3 year old children

Time for Activity 15 (Approximately 45 minutes)

Present Situation

- According to NHFS data for children under the age of 5 years, 48 % children in India are Stunted, 20 % children are wasted and 43% children are underweight.
- Almost half of children under age five years (48 %) are chronically malnourished. In other words, they are too short for their age or stunted.
- Wasting is caused by acute malnutrition and results in a child being too thin for his or her height. One out of every five children in India under age five years is wasted.
- 43% of children under age five years are underweight for their age. Underweight status is caused by chronic or acute malnutrition. Underweight is often used as a basic indicator of the status of a population's health.

Poor Nutrition Effects

- Poor Nutrition as a huge contributing Factor to Under-Five Mortality.
- More than half (54 %) of all deaths before age five years in India are related to malnutrition.
- Prevalent nutrition related conditions
 - Anemia- iron deficiency
 - Night Blindness- Vitamin A deficiency
 - Iodine deficiency
 - Protein and energy malnutrition
- In order to prevent, all these problems, The Government of India recommends that breastfeeding should begin immediately after childbirth, preferably within one hour of delivery. It is important to breastfeed the child right after birth because the first breast milk (called colostrum) is highly nutritious and contains antibodies that help protect the newborn child from diseases.
- Food supplements should be introduced for Infants after six months
- Breast-milk alone is not adequate for the infant beyond 6 months of age.
- Introduction of food supplements (semi-solid complementary foods) along with breastfeeding is necessary for infants after 6 months of age.
- Provision of adequate and appropriate supplements to young children prevents malnutrition.
- Hygienic practices should be observed while preparing and feeding the complementary food to the child; otherwise, it may lead to diarrhoea.

For the average healthy breastfed infant, meals of complementary foods should be provided 2-3 times per day at 6-8 months of age and 3-4 times per day at 9-11 and 12-24 months of age, with additional nutritious snacks (such as a piece of



fruit or chapatti with nut paste) offered 1-2 times per day, as desired by the child

For the average healthy non-breastfed infant, meals should be provided 4-5 times per day, with additional nutritious snacks (such as a piece of fruit or chapatti with nut paste) offered 1-2 times per day, as desired. Meals include milk-only feeds, other foods, and combinations of milk feeds and other foods.

If adequate amounts of other animal source foods are consumed regularly, the amount of milk needed is ~200-400 mL/d; otherwise, the amount of milk needed is ~300-500 mL/d.

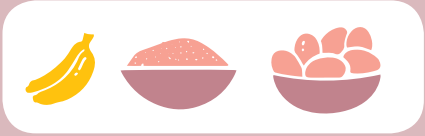

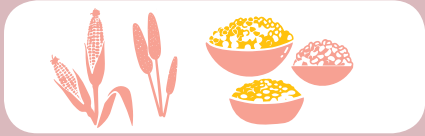




Hand Out 7

Guidelines for weaning processes in Breastfed

(www-nutrition-society-india-org)

Age	Supplementary foods (Breastfeeding continued)	Frequency of supplement
First food (after 6 months)	Ripe banana, sweet potato - These are soft, sweet, more nutritionally dense than commercial cereals and can easily be mashed to a smooth consistency. 	1 feed/ day
Next food started after 1 week of starting the first food	Continue the above feed and include - porridge from wheat flour or ground rice (start with only one cereal). 	1 feed /day in addition to the above (total 2 feeds per day)
7th to 8th month	Continue the above two feeds and in addition- foods such as mashed dhal (High iron and protein rich) can be started. Ragi or ground millet etc, mixed with oil. 	Start with 1 feed /day gradually increase the frequency to 3 feeds/days (cereal and pulses) by 8 months of age
9th to 12th month	Chapatti softened in milk , green leafy vegetables can be added to dhal or kichri (add little oil to all the above preparations), idli, upma, curd rice, variety of vegetables . Fruits variety (but apple ,apricot or peer should be given only after stewing) Egg, (boiled) minced meat, fish	4-6 feeds day

- Supplementary feeding from 6 months – 1 year it is recommended that feeding is organized in 3 stages on the basis of physical quality of the supplementary food used:
 - a) Liquid supplements.
 - b) Solid supplements –sieved or mashed well before feeding.
 - c) Solid supplements –chopped or lumpy.

Complementary foods to be started after 6 months of birth

1. Kichidi

Rice ... 35 g, Green gram dhal 10 g, Leafy vegetables 2 t. Sp Fat 2 t. sp Cumin (jeera).

Method: Clean rice and dhal and cook them in water till the grains are soft add very little to taste. Leafy vegetables can be added when the cereal/pulse is 3/4th done. Cumin is fried in fat and added towards the end.

2. Malted Ragi Porridge

Malted Ragi 30 g, Roasted Groundnut 15 g, Jaggery 20 g.

Method: Malted ragi, roasted groundnuts and jaggery are powdered. Sufficient water is added and cooked.

3. Wheat Payasam

Wheat 30 g, Roasted Bengal gram flour 15 g, Roasted & crushed Groundnut 5 g, Sugar 10 g.

Method: Roast whole wheat and powder. Add roasted Bengal gram flour, groundnut and sugar. Cook with sufficient water

4. Kheer

Vermicelli/Rice 30 g, Milk ... 100 ml. Water As required, Jaggery ... 20 g

Method: Boil rice/vermicelli in water till half done. Add milk and bring to boil. Add jaggery and cook well.

Note:

1. All these recipes provide approximately 250 Kcals. and 5 g proteins and amounts given are for 2 servings.
2. Recipes Nos.2 and 3 can be prepared and stored in airtight containers to be used whenever required.
3. Non-vegetarian foods such as soft boiled egg, minced meat may be introduced at the age of 6 months.

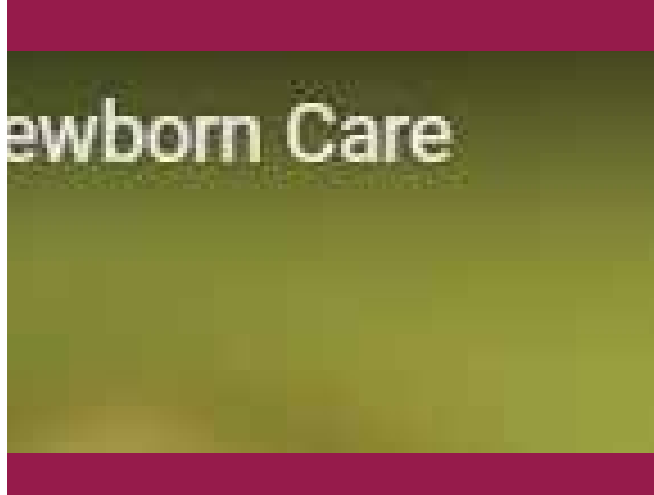


Activity 16

Health of mother and 0-3 year old children

Time for Activity 16 (Approximately 45 minutes)

Video on newborn care



<https://www.bing.com/videos/search?q=ministry+of+health+and+family+welfare+health+of+newborn+&&view=detail&mid=8DA582DF1D3633CA40128DA582DF1D3633CA4012&&FORM=VRDGAR>

Important points for discussion after showing the video:

Before the child is born

- Health of mother before and during pregnancy is very important for health of the newborn child.
- Children born to mothers less than 18 years and more than 35 years are at risk.
- Smoking, drinking alcohol during pregnancy is harmful for the child. Passive smoking is also very harmful both for mother and unborn child.
- To ensure good health of children, have atleast 2 years gap between the pregnancies.
- Mothers should visit the PHC regularly during their pregnancy and follow all instructions given by ASHA workers or ANMs.

Just after birth till 1 year

- Mothers should breastfeed the child exclusively for first 6 months
- Hold the newborn child properly, the neck should always be supported
- Burp the child after meal.
- Wash your hands before handling the baby
- Follow the immunization schedule and don't miss any immunization.
- Small babies have a regular pattern of sleep and being awake. Follow this pattern.
- Start cleaning teeth when they appear.



- Cleaning and brushing teeth removes plaque (the build-up on teeth) that causes tooth decay.
- You can start cleaning your baby's teeth by wiping with a soft cloth or brushing with a small soft toothbrush and water.

For 1 year- 3 year old children

- Availability of clean drinking water
- Clean toys, safe playing area
- Immunization
- Providing nutritious meals
- Continue cleaning children's teeth properly.
- At 18 months start using a pea sized amount of low-fluoride toothpaste to brush your child's teeth.
- Clean all surfaces of the teeth and gums twice a day (after breakfast and before bed).
- Children will need an adult to help them brush their teeth until about 7 or 8 years of age.
- Children should engage in some physical activity everyday to remain fit and healthy.

Divide the group into 4-5 groups. Give one health related problem to each group and ask them to discuss in the group, like:

- Parents often miss out and don't follow the immunization schedule of their young strictly.
- Home Deliveries are preferred over deliveries in hospital.
- Non availability of safe drinking water

Ask the group to find solutions for these health problems in their community.

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Module 2

Module – 2: Session Plan

S. No.	Session	Time required	Material	Activities
1	Ensuring safety of infants – <ul style="list-style-type: none"> During Pregnancy After child birth Up to 6 months Benefits of massage 	10:00 – 11:00	Chart Paper Projector	Group discussion Video
Tea Break – 11:00 – 11:15				
2	Environment building for early learning – <ul style="list-style-type: none"> How does a child learn Issues to keep in mind while preparing activity plan for 0-3 years children 	11:15 – 12:00	Chart Paper Projector	Group discussion Video
3	Stimulation for 0-3 years old children – <ul style="list-style-type: none"> See Hear Touch 	12:00 – 01:00	Chart paper	Discussion Roleplay
Lunch – 01:00 – 01:30				
4	Gender and Early Child Development	01:30 – 02:30	Presentation	Discussion
5	Activities for physical and mental development of 0- 3 years children	02:30 – 04:30	Materials and toys related to activities	Group work and presentation by the group
6	Activities to accelerate development of 0 – 3 years old children	04:30 – 05:00		Group work and discussion

Session 1

Ensuring safety

During Pregnancy

1. See your doctor or ANM as soon as possible

As soon as you find out you're pregnant, get yourself registered at PHC or VH. Make an appointment with your doctor or a *midwife* at your local health centre. Organizing your care early means you'll get good advice for a healthy pregnancy right from the start.

2. Eat well

Aim to eat a healthy, balanced diet whenever you can. This means having:

- At least five portions of fruit and vegetables daily.
- Starchy foods (carbohydrates) such as roti and rice. Carbohydrates need to make up about a third of what you eat. Choose wholegrain varieties so you get plenty of fiber.
- Dairy foods, such as milk, cheese and yoghurt.
- Daily servings of protein, such as soyabeans, nuts or pulses, eggs, fish, meat.
- Fish is full of protein, vitamin D, minerals and omega-3 fatty acids, which are important for the development of your baby's nervous system. If you don't eat fish, you can get omega-3 fatty acids from other foods, such as nuts, seeds, soya products and green leafy vegetables.



- Don't need to eat for two when you're pregnant. You don't need extra calories for the first six months of pregnancy.
- Drink lots of water. The amount of water in your body increases during pregnancy to help you maintain healthy blood pressure levels. Try to have about eight glasses of fluid, such as water, fruit teas, skimmed or semi-skimmed milk or fresh fruit juice every day.

3. Take supplements

- Take *folic acid*, IFA and Calcium for at least the first three months and vitamin D for the whole of your pregnancy and beyond.
- IFA should be taken during 3 months of pregnancy and 3 months of lactation.
- Taking folic acid reduces the risk of your baby developing a neural tube defect such as spina bifida.
- You also need a daily supplement vitamin D. Vitamin D is important for the development of your baby's skeleton and future bone health.
- Talk to your doctor or midwife.
- It's always better to have a balanced diet, if you can, rather than relying on multivitamins.

4. Be careful about food hygiene

- Food hygiene is especially important during pregnancy.
- Wash your hands thoroughly before and after handling food and
- Cook in clean utensils.
- Wash fruit and vegetables well to remove soil or dirt
- Cook meat and eggs thoroughly
- There are also some foods it's safest not to eat in pregnancy. This is because they can harbor bacteria or parasites that pose a health risk for your baby. The following foods are best avoided:
 - ➔ unpasteurized milk
 - ➔ undercooked meat



5. Health Care

- Full ANC checkup should be conducted for the mother to ensure her safety.
- Health of the mother has a direct impact on the unborn child.
- The virus, bacteria or harmful chemicals in mother's blood are transferred in to baby's blood through placenta
- Diseases that pregnant women have to guard against include:
 - Rubella, syphilis, diphtheria, influenza, typhoid, hepatitis and chicken pox.
- If the mother has infection in first trimester (first 3 months of pregnancy) then it can be fatal for the unborn child and can lead to malformations.
- Immunization against most of these infections are available and as soon as the woman gets pregnant.
- Pregnant women should get immunization against tetanus.
- Toxemia is another problem which can cause lot of problem during pregnancy- It includes symptoms like high blood pressure, rapid and excessive weight gain, retention of fluids. In such a case, immediately consult your doctor.
- Smoking and alcohol consumption can lead to low birth weight babies and deformities in unborn child.
- Drugs: a woman who is pregnant should not take any medicines without consulting her doctor or midwife as it can be very harmful for the baby.
- Emotional States- Mother's emotions influence unborn baby's development. So always try to be happy and do not take any stress.
- Exercise regularly- Regular exercise has many benefits for the mother the unborn baby.



Doing gentle exercise

- Helps you to cope with changes to your posture and strains on your joints during pregnancy.
- Helps you to stay a healthy weight, although it's normal to put on some weight during pregnancy.
- Helps to protect you against pregnancy complications, such as high blood pressure.

- Increases your chance of a straightforward labour and birth.
- Boosts your mood if you're feeling low.
- Good exercises for pregnancy include brisk walking and yoga (after consulting your doctor or midwife)

At the time of birth

- Institutional births are always safer than home deliveries.
- A trained midwife should conduct the delivery.
- Care of all newborns includes
 - immediate and thorough drying,
 - skin to skin contact of the newborn with the mother (this is very important for newborn as well as mother)
 - skin to skin contact is especially important for children low birth babies (children whose birth weight is below 2.5 kgs)
 - cord clamping and cutting after the first minutes after birth (within 1-3 minutes of birth)



Early initiation of breastfeeding

- (the baby must be breastfed within one hour of birth)
- Initially breast feed the baby on demand; this can be every one hour.
- After a few months, babies tend to develop a routine for breastfeeding.

Exclusive breastfeeding for 6 months

- Maintain Routine
- Initially - follow the baby's sleep pattern. It helps sooth the child and develop properly
- Massage for the baby
<https://www.youtube.com/watch?v=A6bB7CpV8Kc>



Benefits of massage

- Strengthens bond between baby and mother
- Physical touch and stimulation important for the child
- Strengthens muscles
- Talk to the child while giving massage.
- Maintain eye contact while giving massage



Session 2

How to create an early learning environment

The well-being of 0-3 year old children depends on

- Care,
- Attention to attachment, and
- Adherence to a routine
- Early stimulation

How Children Learn

0-6 months old

- New born babies are very alert.
- If they are fully fed, dry and not sleepy, they like to listen to sounds and look around.
- Keep play with newborns gentle and play time short.
- Development of emotional bond (trust vs mistrust)



6-12 months old

- Tracking objects- object permanence
- Babbling
- Facial expressions
- Reading books
- Social smile- recognising faces
- Starts responding to their name



1-2 years old

- Walking, climbing stairs
- Kicking, throwing ball
- Starts speaking single words
- Can follow two step directions, such as "Pick up your book and bring it to me."
- Identify shapes, colours
- Enjoys filling and emptying containers
- Wants to do everything 'on his/her own'
- Pretend play- feeding a doll, talking on phone



2-3 Years old

- Language development-speech becomes clear
- Imagination- animism,
- Jump, run, chase, ride a tricycle
- Fine motor coordination improves, pick up small things, scribbling, drawing circles,
- Can do simple 4 piece puzzles, matching, counting,
- Plays with other children-group activities



Things to keep in mind while planning activities for 0-3 year olds

- A lot of Sensory stimulation
- Visually appealing- colourful
- Big pictures, no or very less text.
- Cartoons or animal figures
- Space to crawl, climb.

Safety issues

- Put everything in mouth
- Small beads etc can be swallowed by children
- Lead free paints
- No sharp objects
- Can't leave them alone, always adult supervision
- Outdoor space safe-fencing, drains covered,

Creating Safe Play Environments

Caregivers should make sure the environment is safe for infants, offering them areas for free exploration.

- Remove glass jars and other breakable items, put cleaning and other toxic fluids out of reach,
- cover electric wires and outlets (or tape them up),
- Cover hard edges and corners of furniture.
- The caregiver should sweep the floor and make sure there are no small objects around, and
- that all medicines or toxic materials are out of children's reach.



- When possible, an outdoor play space should be available with ample room for climbing, running, swings, etc.;
- it should also have shade and water for drinking.
- All climbing equipment should be sturdy, with space for running.
- When outdoors, all children should be supervised.
- The caregiver should make sure that all children can be seen and not hidden by shrubbery; etc.
- The caregiver should make sure that play spaces are close to available medical facilities or plan regular visits by medical personnel. Ideally, caregivers should receive basic first aid training.

The adult conveys acceptance and warmth through approval in any of the following ways:

- Smiling at the child
- Making a positive comment to or about the child
- Providing gentle, affectionate touch.
- Agreeing with something the child has said
- Indicating that the child's behavior is correct
- Confirming what the child has just said
- Thanking the child for something
- Stating the child made a good effort, even if the task was not performed correctly
- Uses Descriptive Language: The adult describes activities, objects and/or child's behavior or feelings.

Session 3

Activities to promote development in 0-3 year olds

0-1 month

- The newborn is eager to explore the world with the senses. Newborns learn by listening, coping, imitating, interacting, and exploring.
- Sensory stimulation is very important at this stage:
- Children learn through their senses, thus the following methods of stimulation are important:

Visual stimulation

- Looking at the baby and talking with the baby is very helpful, making faces and smiling
- Lay the baby on your lap, take a toy or a picture or your hands and move it from one side of the baby's face to another, see how the baby follows the picture or the object.
- Visual stimulation is also provided when the mother or other family members look at the child, maintain eye contact.
- Decorate the walls with colorful material, shiny mobiles, pieces of cloth, and brightly coloured objects
- Hanging toys : Place or hang simple toys on the crib of the baby as shown below:



- Hang rings of beads and colorful objects, which can whirl above a child's bed or swing within the range of eyesight.
- CAUTION: Make sure the infant cannot catch and put any small objects into her/his mouth. Make sure not to use things that are poisonous, harmful, or that might get stuck in the child's throat, nose, or ears.

Auditory stimulation

- talking and singing to the child, while looking at the child
- playing music box, recording of mother's voice
- removing sources of very loud noises near the newborn babies

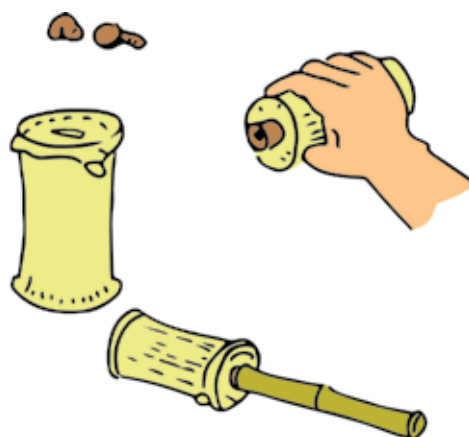
Plastic bottle rattle for 0–3 years

- Take a plastic bottle.
- Insert nuts, stones, colorful strips cut from other plastic bottles.
- Insert wood stick in the bottle as shown below.
- Wrap a ring with strips or cloth.



Bamboo rattles for 0–3 years

- Organize activities where child listens to music and encourage him/her to move to the rhythm or music (fast, slow, etc.) Urge the child to move freely



Tactile stimulation

- cuddling the child help him/her come alive to and engage with the world.
- Non nutritive sucking
- Stroking the face of the child and face-to-face interaction with the child,
- Massage, flexing the arms and legs of the child, rubbing the belly of the baby
- Bonding through the kangaroo care method



Crawl and Learn Helps Baby

- Develop gross motor coordination as the child/infant moves from block to block.
- Practice fine motor skills as she manipulates the blocks or toys in her hands.
- practice listening skills that support emotional bonding as she moves toward the sound of your voice.
- To expose your baby to numerous textures, which are great for sensory input. (Rough carpet, smooth toys, soft blocks, hard floor.)
- Develop language skills as you describe what you see on the blocks or toys. (I see a square, come get the red square! I see a puppy dog!)
- Develop early math skills as she anticipates the pattern of the zig-zag. (Crawl left, crawl right, crawl left, crawl right.)

Session 4

Gender in Early Childhood

Socialization and gender

Children learn about themselves and their surroundings including gender through play and interactions with others, which is often referred as socialization. They see gendered roles that adult play and may ask questions about gender and come up with plays that imitate the adult roles. They often choose roles and toys based on their perception about what is appropriate for boys or girls. Moreover, they also establish rules in their play what boys should play and what girls should play. Preschool age children start learning about the similarities and differences of various things, which is an important skill to develop at this age. This is a crucial stage to inculcate ideas of equality among genders.



How to be gender neutral in engaging with children?

It is quite natural that children ask question and need help to understand the differences between boys and girls. Children need help children in understanding categories that can include both boys and girls by such simple, straightforward responses as “play is play”, “work is work” and “clothes are clothes.” Crying happens when one is hurt and laughing when happy. These messages can help children learn that any child can, for example, play with any toy or dress up in any kind of clothing and do any kind of work.

As part of interaction, self-esteem can be fostered in children of any gender by giving all children positive feedback about their unique skills and qualities. For example, you might say to a child, “You were such a fast runner on the playground today” or “I noticed how kind you were to your friend when she fell down while playing” or “You were very helpful with clean-up today—you are such a great helper”.

To help children to continue this thought process, we can offer a wide range of toys, books, and games that expose children to diverse gender roles. For example, choose activities that show male members as caregivers or nurturers and females in traditionally male dominated professional field, such as firefighters or construction workers.



Organize activities that promote qualities that all children should acquire- keeping the place tidy, eating neatly, identifying flowers, plants etc and encourage all children to excel in all these.

Organize nature walk and encourage children to see harmony in nature between different species and gender. While using animal stories, care should be taken to be gender neutral.

Avoid any colour schemes to segregate children along gender lines.

Use stories to encourage good friendship between children irrespective of gender.

Encourage children to share experiences of helping parents and elders at home.



Few points to remember

- Arrange dramatic play props that give children the choice to explore and develop their own sense of gender and gender roles. Children may ask questions some uncomfortable questions as they explore. So as an adult, you need to have conversations to address their questions. Make children plan more gender neutral games such as paper, scissor and stone, hip-hop etc. If rhymes are not gender neutral, feel free to tweak them and have fun with children.
- Avoid assumptions that girls or boys are not interested in an activity that may be typically associated with one gender or the other. For example, invite girls to build “towers/ roads” with blocks and boys to feed the baby dolls.

- Avoid dividing the class based on gender, as for example, “boys vs. girls” or “boys on one side, girls on the other” or any other actions that force a child to self-identify as one gender or another. This provides children a sense and understanding that they are valued as humans before and not for their gender. It also helps all children feel included, regardless of whether they identify with a particular gender. Use simple numbers to make groups or use shapes, names of plants and trees.



- Make sure to use gender-neutral language, like “All children can . . .” rather than “Boys don’t . . .” or “Girls don’t . . .” In Hindi, care should be taken to use gender neutral language while addressing children. While encouraging children to be brave or not to be shy, special care has to be taken not to bring in gender based references.

- Help children expand their possibilities in social-emotional, creative, and cognitive aspects, irrespective of gender. Consoling a boy when he is hurt, physically or emotionally without any gender based judgements. Encouraging a girl to be adventurous.

- Use the term parent consistently in all communications to promote the concept of shared parenting. Avoid questions that leads to stereotyping of roles at home or of mother/father. While giving instructions, please avoid ‘tell your mom’ and deliberately use parents or both mamma and papa.



- Use books that celebrate diversity and a variety of choices so that children can see that there are many ways to be a child or an adult. Display images around the room that show people in a wide variety of roles to inspire children to be who they want to be.
- Avoid any kind of stereotypical images of women and men. For example, nurse or teacher with a female image. Driver or pilot with a male image. Use both female and male images while demonstrating and teaching professions. There is no such field that women are not participating now. India has the maximum number of women pilots in the world and we also a women fighter pilot now.

Session 5

Activities for physical and mental development of 0-3 year old children

The first year of life centers on

- Play through movement,
- Listening to and making sounds,
- Mimicking adults' facial expressions and gestures, and
- Manipulating objects.
- Caregivers, simple items to hold, touch, taste, and explore are favorites.



Activity 1

The tunnel

Age: 6 month-3 years

Learning: Improve ability to balance, sit, kneel, and crawl by using different body parts.

What you can do

- Have pairs of children holding hands to make a tunnel in different parts of the playing area. Encourage children to crawl through the tunnels.
- Sing a catchy song while playing.
- You can also adapt this activity for outdoors if there are suitable conditions.



Activity 2

Play to find objects and people

Age: 6 month-3 years

Learning: Improve the ability of babies and children to recognize objects and analyze their environment.

What you can do

- Pick an object or a person that you see in the room or outdoors.
- Sing a song about it, and ask the children to go and touch the object or the person about whom you are singing.
- Encourage the children to sing along.



Activity 3

Move in a circle

Age: 6 month-3 years

Learning: Improve the ability of babies and children to coordinate their movements and to respond to commands.

What you can do

- Ask the child to hold hands with you in a closed circle.
- Sing a song while you and the child walk together in the circle holding hands.
- In the song, use words that tell the child to sit down, stand up, jump forward, jump backward, turn on the spot, etc., according to their abilities.



Activity 4

Games using the sponge balls

Age: 6 month-3 years

Learning: Improve the ability of children to control their movements in handling a ball, and strengthening their muscles. Children improve their motor skills and learn about concentration and precision by chasing and catching a ball while in movement.

What you can do

- Roll a sponge ball to a child and let him/her observe how the ball rolls on the floor. Encourage the child to touch and hold the ball and feel its softness.
- Roll 1 or more sponge balls to a small group of children and allow them to kick, throw, and catch the ball(s).
- Ask the children to sit in a circle with you and roll a ball to 1 child and ask him/her to roll it back. Encourage children to take part in the game.
- Ask the older children—either in pairs or in a group—to pass the ball among themselves.



Activity 5

Games to develop cognitive abilities

Age: 8 months to 3 years

Learning: Improve the ability of babies to use their eyes to reach and grab objects of different shapes, textures, and sizes.



What you can do

- Encourage the baby to take the puzzle pieces out and hold them.
- Allow the baby to play with the different pieces and feel them with his/her fingers.
- Allow the baby to match the picture of the puzzle piece.
- Talk to children and refer to the colors, pictures and shapes of the puzzle.
- Hide one of the puzzle pieces under a cloth. Talk about what you are doing. Ask the baby to find it.
- Make up a story about the different pictures of the puzzle.



Activity 6

Play with the stringed beads

Age: 1-3 years old

Learning: Improve the hand-eye coordination ability of babies by having them try to.

What you can do

- Put beads of different sizes and colors on the ends of several strings. Tie the strings tightly to keep the beads from coming off.
- Lay 1 of the strings out in front of where the baby is sitting. Show him/her how to pull it so that the toy moves towards him/her. Give the baby the string to pull and engage the baby in playing with you.
- Help and encourage children to put beads on the string by colors and shape. Count the beads with them, and make necklace and bracelets that they can wear.

Note

- Never leave babies alone with beads. Supervise them at all times, and make sure they do not put the pieces of the shape-sorter into their mouths.
- You can make mobile objects using the beads and different colored shapes to hang above the place where the baby sleeps. It will stimulate babies when they are awake.
- Make sure that children are supervised at all times. Small objects like the beads are very easy to swallow.



Activity 7

Play with the stack and sort kit

Age: 10 months to 3 years

Learning: Improve the ability of babies to put objects one on top of the other. Children learn different sizes and can compare smaller and bigger pieces.

What you can do

- Put 1 object down in front of the baby and stack another on top as s/he watches. Give the baby 1 to stack. Talk about what s/he is doing and give him/her time to explore these materials freely.
- Place the stacking kit in the middle of a small group of children and let them play freely with the materials. Observe how children explore a new object, and let them put the objects on top of each other on their own.
- Talk about how the objects look. Talk about each object's color, size, and shape, and how some are small and others are big. Show the children how to stack the objects and observe if they imitate you.
- Ask the children to find all of the items of the same color.



Activity 8

Sensory bubbles play

Age: 10 months -3 years

Learning: Improve the creativity of children, the manipulation (touching) of materials

What you can do:

- Mix soap in water, make bubbles
- Let children play with these bubbles
- Be cautious: children should not put bubbles in mouth



Activity 9

Play with the building blocks

Age: 1-3 years

Learning: Reinforce the hand-eye coordination ability of children and their control in handling objects of different shapes.

What you can do

- Sit the children in front of you, on the floor. Put the construction blocks in the middle where child can play with them freely.
- Talk to the child about the color and shape of the blocks s/he is using.
- Ask the child to pick up another block with the same color or shape.



Activity 10

Mirror Play

Age: 6 months-1 year

Learning: Developing self concept

What you can do

- Allow the child to see him/ herself in the mirror.
- Show child different photos





Activity 11

Play with the puzzle block

Age: 2-3 years

Learning: Reinforce the ability of children to think and reason.

What you can do

- Show the child different complete pictures of the puzzle. Explain to the child the different objects that make up each picture. Show the children that the different puzzle blocks have pictures on them by rotating the cubes.
- Allow the children to play freely and explore the different cubes of the puzzle.
- Arrange the different cubes to complete a picture, and encourage the children to imitate you.



Activity 12

Fine motor grasping (sorting and weaving)

Age: 2-3 years

Learning: Fine motor grasping improves

What you can do

- Let child pick up small objects with tongs, clothes clips, tweezers
- Take a paper plate. Punch some holes in it and let the child weave designs with a shoe lace



Activity 13

Push-a-long noise toy

Age: 10 months-1 years

What we can do

- Take a small tin can/box and make hole at the bottom and top lid.
- Put some small pieces (metal or stone), seeds and pieces of plastic in the tin can/box.
- Close the lid.
- Straighten a cloth hanger and put the tin can/box through the hole.
- Make a handle by joining both the ends of cloth hanger with tin can/box so that it can be held properly.
- Ask the child to play with it with different sounds coming from it.



Activity 14: Play with plastic bottles

Age: 1-3 year olds



Learning: Fine motor grasping improves, sorting, classification, playing with sounds

What you can do

- This activity can be done with older siblings or other older children in the group
- Take a few empty plastic bottles available at home.
- The bottles can be of different shapes and sizes.

What the child can do

- Ask the child to place the bottles according to their size, with smallest bottle first and the largest bottle at the end.
- Remove the bottle caps, and ask the child to see which cap fits which bottle.
- Let child pick up small objects with tongs, cloths clips, tweezers and put them in the empty bottles.
- Close the lid of the bottle tightly and encourage children to make music or create different sounds coming from the bottles.



Activity 15

Play with bottle caps

Age: 2-3 year olds

Learning: Fine motor grasping improves, sorting, classification

What you can do

- Take a few empty plastic bottles available at home.
- Remove the bottle caps of empty bottles or discarded bottles.
- The bottle caps can be of different shapes and sizes.
- Ensure that the bottle caps do not have sharp edges that can harm the child.

What the child can do

- Ask the children to roll the bottle caps, as shown in the picture.
- The children can guess which bottle cap will move the fastest.
- The bottle caps can also be used to trace circles on the paper.
- Discuss the different sizes of circles made from different bottle caps.

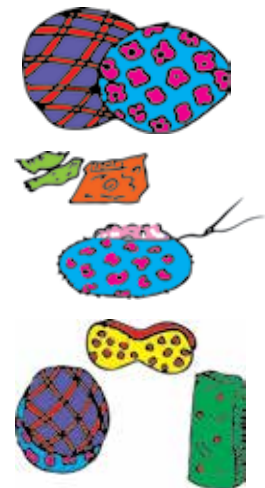


Activity 16

Squeeze Toy

Age: 6 months–3 years

- Trace and enlarge various patterns on a fabric.
- Cut out two pieces for each pattern.
- Sew the edges and stuff with wool, beans, or candy wrappers.
- Sew the ends.
- Note: You can also cut out the figure of a doll and stuff it.



Activity 17

Box blocks for 1–3 years

Age: 6 months -2 years

- Collect several empty milk and juice containers.
- Open the tops.
- Cut the edges and fill with crumpled newspaper.
- Tape all items securely.



Activity 18

Shapes stacking

Age group: 1–3 years

What you can do

- Get a wide piece of timber and a stick (the stick should not be sharp or thin).
- Glue the stick on the board.
- Collect 5 to 10 shapes of different lengths and sizes.
- Poke a hole in one end of each one of them.
- Color each differently.
- Have children stack in any way they wish.



Activity 19

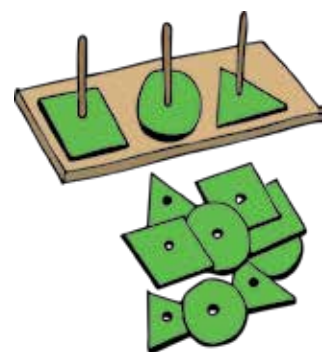
Shapes on pegs

Age: 1–3 years

Learning: Fine motor grasping improves, sorting, classification, understanding of different shapes like square, circle, triangle

What you can do

- Take a few pegs of different shapes and sizes.
- You can make these pegs using cardboard, thermocol sheets or plastic material available at home.
- The children can be asked to sort out the shapes on different pegs as shown in the picture.





Activity 20

Shape matching

Age: 2-3 years old

Learning: Matching skills, Fine motor grasping improves, sorting, classification, understanding of different shapes like square, circle, triangle



What you can do

- Take a cardboard and draw different shapes on this cardboard.
- Paste a small piece of Velcro or double sided tape in the middle of the shapes drawn by you.
- Make a few similar shapes with colourful paper.
- The children can be asked to sort out the shapes and paste them on the shapes on the cardboard as shown in the picture.



Activity 21

Sorting

Age: 2-3 years

Learning: Fine motor grasping improves, sorting by colour

What you can do

- Take a empty bottles/ jars.
- Avoid the use of glass jars or bottles as it may break and injure the child.
- Collect small balls/marble balls/jelly balls of different colours.
- You can also make poom-poom balls from wool also.
- Mix all the balls in a big tray.
- Now ask the child to sort the balls according to their colour and put them in different jars.

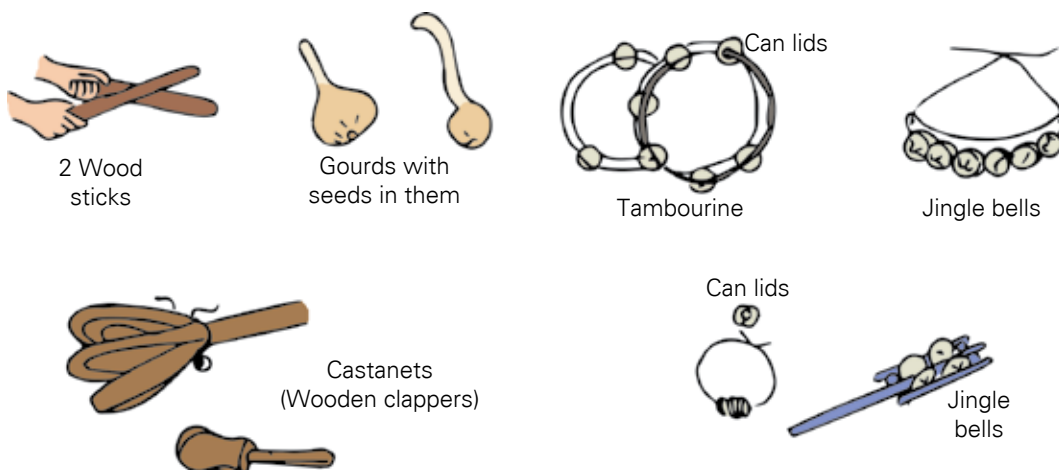
Note: Please be careful that children should not swallow the balls.





Activity 22

Musical instruments



Activity 22

Musical instruments

Age: 1-3 years

Learning: Playing with musical instruments enhances children's listening abilities, promotes creativity

What you can do

- Collect common household objects like wooden sticks, gourds with seeds in them, lids of metallic cans/bottles, wires, thick thread.
- The wooden sticks and gourds with seeds in them can be used naturally by children to make music and different sounds.
- The metallic can lids can be strung together with wires or thick threads in different forms as shown in the picture.
- These can be given to children to play with and make different sounds.



Activity 23

Hand puppets and stuffed dolls

Age: 3 months–6 years

- Trace and enlarge the pattern below on a fabric.
- Cut out two pieces of the pattern.
- On one piece, draw a face with a marker or use buttons or seeds for eyes (make sure all pieces are securely attached to the puppet).
- Sew the two pieces together, leaving the bottom open, so that you can insert your hand.



The baby doll is sick

Play with the children in the doll-area or create a little theatre where you perform with them. Draw your ideas from the following story:

- The baby-doll is very sick. It cries all night long and shows various symptoms.
- Describe the symptoms (depending on the illness you want to educate the children about).
- Then ask the children: What can we do?
- How can we help the baby to recover?
- Which kind of medicine does the baby need?
- Where is the closest available doctor or clinic?
- In case of injury: what do you have to do if you get injured?
- Shall we clean the baby's wound? With what can we clean it? And so forth...
- Include children in this play by appointing parents and grandparents, doctors, nurses or even traditional healers and explore the role these people can play.

Reading Activities

Reading activities are ideal when you want to relax and calm children down. Reading together with children is also a fun way to stimulate learning processes and to strengthen the adult-child relationship.

Three-to-four-year olds love to

- make up stories and use props to act them out with other children or
- To hear stories told or read by an older child or adult.
- They begin to ask questions about the world around them, love to draw, sing, dance, and play with different materials that they can manipulate.
- Card book Books: Cardboard book that you can use to read stories to children. You can also create your own reading books using the art and craft materials.



Activity 24:

Play with the cardboard book and create stories

Age: 6 months to 3 year olds

Learning: Improve the ability of children to become emotionally, physically, and mentally relaxed. Children learn to engage with adults and build trustful and meaningful relationships while developing their curiosity.

What you can do

- Encourage children to turn pages while you talk about the pictures in the book. Talk to babies as much as you can. From 6 months on, babies develop a better range of vision.
- Repeat slowly the words of the pictures and allow the children to look at the movement of your lips and the words that you use.

Note

- Make sure that the stories are suitable for the age group.
- Use facial expressions and vocal inflections while you talk—this will help to draw the children in.
- Involving elderly people helps children to interact with different generations and learn about the culture and history of the community. It also enables elderly people to feel included.

Unit One Reading Guidance

- Encourage the children to repeat words and sounds.
- Point to a picture and say the associated word together with the children.
- Ask simple questions about pictures to support their understanding of words.
- Make up stories using the different pictures of the board book.
- Talk about the colors, count the objects pictured in the book, and encourage the children to help you
- Make a habit, of reading at least once a day some small and interesting thing to the child, especially before sleep



Provide opportunities for the child to look at colored materials (photos pictures illustrations etc)



Activity 25

Scribbling

Age: 1-3 years

Learning: Fine motor grasping improves, important skill of pre-literacy or emergent literacy

What you can do

- Children can be provided chalk or slates in different colours and asked to scribble on ground.
- Children may be encouraged to make drawings of themselves, their family, their pets or things they like doing.
- Children also sometimes pretend to write something while scribbling. This should be encouraged as scribbling is an important skill for learning to read and write in later years.



Activity 26

Using paint brush

Age: 1-3 year old

Learning: Fine motor grasping improves, important skill of pre-literacy or emergent literacy

What you can do

- Children can be provided with water colours and paints.
- Children can paint with these water colours or paints on old newspapers or discarded papers that are pasted on the wall.
- Children should not be discouraged to use the paints or water colours from the fear of getting dirty.
- You can make the children wear old T-shirts of bigger size as an apron so that their clothes are not spoiled.
- Or you can do this activity outside space.
- Children may be encouraged to make drawings of themselves, their family, their pets or things they like doing as this is also an important skill for learning to read and write in later years.





Activity 27

Sponge Painting

Age: 2-3 year olds

Learning: Fine motor grasping improves, important skill of pre-literacy or emergent literacy

What you can do

- Children can be provided with water colours and paints and sponge or cotton balls.
- The sponge can be cut in different shapes like circle, square or as a fish.
- The children can be asked to dip the sponge or cotton balls in water colours and make impression on paper.
- Children can paint with their sponge or cotton balls on old newspapers or discarded papers that are pasted on the wall.
- Children should not be discouraged to use the paints or water colours from the fear of getting dirty.



Activity 28

Modeling with clay

Age: 1-3 years

Learning: Improve the creativity of children, the manipulation (touching) of materials, and the ability to create figures and shapes.

What you can do

- Put a box of colorful modeling clay out for the children and let them create shapes and figures and play freely. Encourage children to explore the new material.



Activity 29

Create your own reading books

Age: 2 to 3 year olds

Learning: Improve the ability of children to become emotionally, physically, and mentally relaxed. Children learn to engage with adults and build trustful and meaningful relationships while developing their curiosity.

What you can do

- Chose a short popular story, or make one up with the children
- Select 5 or 6 images that represent the important events of the story
- Engage the children to draw the pictures
- Write some short sentences under each picture
- Glue or tape the pages together.



Activity 30

Play to imitate

Age: 6 months-3 years

Learning: Reinforce the ability of children to imitate gestures and learn how to move their bodies.

What you can do

- Stand in front of a group of children and sing a song about the different parts of the body while you move them.
- Encourage the children to imitate you or an older child while singing along.
- Dramatization of a story/fairy tale/traditional song or made-up story.



Activity 31

Play with the memory game

Age: 2-3 year old

Learning: Develop the ability of children to recognize similarities and differences and categories, and to use logic. Improve taking turns and memory skills.

What you can do

- Allow the children to explore the pictures on the cards. Tell the children what each picture represents and point out that there are more cards with the same picture on it.
- Place all cards face down in front of a group of children sitting in a circle. Each player then picks 2 cards and turns them over so that the other players can see clearly the picture on the card and where the card is located.
- If both cards have the same picture, the player will keep them and have a 2nd try to turn 2 more cards. If the player is not successful, the next player takes a turn.
- As the game is played, everyone sees the images on each card and their location, and players can begin to memorize the locations of the matching cards. Children can then choose matching pairs of cards from memory and keep the pairs that they match.
- The player with the most matching cards wins.



Activity 32

Activity for exploring nature/taking the young children outdoors

Young children 12-36 months should get at least 30-60 minutes of outdoors physical activity. Younger babies may also be taken out for 30-40 minutes a day, depending on weather conditions. Care also needs to be taken that children are always accompanied by adults and the outdoor space is safe for the child. Safety of the child while outdoors needs to be given special attention.

Children can be taken to a park or in the open backyard of the house or any open area with lots of trees, plants, birds, or near water bodies like small lakes where the children can see water birds and animals.





The Benefits of Outdoor Play

Children are naturally drawn to playing outside and there are numerous benefits of outdoor play. These are as follows:

1. It allows children to explore their environment, develop muscle strength and coordination, and gain self-confidence.
2. Also while outdoors, children get a chance to see the world from a new perspective, explore the world through their senses.

Activities that can be done outdoors with 0-3 year old children:

- Take the children for a nature walk. Get up close to plants or point them out while walking in nature. Talk to the children about the leaves and flowers. Let them touch and feel the different textures with their hands.
- For younger children, you can gently stroke the children's arms, legs or cheeks with leaves or flowers, while continually talking to them. Children like the soothing touch with different textures. You can also talk about the colors, textures, shapes and sizes of trees, flowers, birds or animals seen outside.
- If it is not cold, allow children to touch water puddles, float flowers, leaves and feathers in puddles or shallow water. You may also show reflections in the water. Children are fascinated and explore the reflections and shadows in water.
- Children can also use sticks to scribble in the soil or mud when playing outside.
- You can also point out small creatures: spider webs, dragonflies, ants, butterflies, bees.
- Children can also be guided to watch and listen to the birds. Bigger birds like swans or ducks can be easier to see.

Word of Caution: You should be close to the children at all times and supervise them continually so they don't swallow anything.

Session 6

Some other simple ways of promoting development of 0-3 year old children

Upto 6 months	Child moves his/ her head from one side to the other while laying on the stomach	Shake a buzz toy from different parts of the room
	Child folds and extends his legs while laying on back Responds to tickling with different movements	Fondle and tickle your child starting from the back
	Child grabs the finger of his parents	Stay close to the child and play with his her hands
	Child moves his head in all directions, responding to irritation (sound, light, touching, etc.)	Sing and talk to the child while moving around the room
	Child extends his hands towards the approaching item	Move soft coloured toys, buzz toys or different shaped toys towards the child to incite him grabbing them
	Child grabs, holds and lets the toy go	Provide the child with soft and safe toys enabling him to grab them
	Follows with eyes objects moving up and down, left and right.	Shake a buzz toy in front of the child and move it in different directions Call him with sweet voice while moving in the room

6-18 months	Child rolls the body while sitting to find items behind	Place items behind the child and let him know that items are there
	Child drinks alone from a plastic cup with occasional spills	Give the child plastic cups and show him how to use them
	Child bends to find a toy under the table	Place items under the table and ask the child to find them
	Child sits without support, when placed on a chair or a seat	Establish safe positions where child can practise sitting
	Walks around the room with no support	Encourage the child to run after you around the room while you're working
	Stands up from sitting position and vice versa	Encourage the child to practice standing up from sitting position while pulling closer the toy he wants, or calling his name
	Walks towards the table or his/her toy corner	Provide the possibility to freely move indoors or outdoors
	Squeezes a wet sponge and enjoys playing with water	Allow the child to wash himself with his sponge and squeeze it
	Walks towards an item with certain colour or shape.	Showing an item (doll, ball, cube, etc.), ask the child to pick it up
18-24 months	Child walks towards the item or the person that calls him	Organize various toys and the child should exercise walking towards them, indoors or outdoors
	Child walks up and down the stairs holding the rails	Let the child accompany you while walking up or down the stairs but always keep an eye on him or hold his hand
	Claps his/her hands	Incite the child to clap his hands on various toys
	Place 3-4 blocks (or suitable items) on top of each other and knock them down	Provide blocks or other safe items for the child to play and place them on top of each other
	Child walks forward and backward	Ask the child to move forward and backwards accompanied by the rhythm of music
	Stands on top of the toes to reach up to a toy	Imitate fruit collection, or movement of hands in the air, with the child.
	Child walks up and down the stairs standing on one stair with both feet	Let, and help, the child walk up the stairs
	Child divides big simple toys and puts them back together	Provide composite toys for the child to divide them, and show how to put them back together

2-3 years	Child jumps on two feet	Organize various toys that simulate jumping on two feet and ask the child to imitate the animals that jump on two feet such as bunny, kangaroo
	Child runs changing directions or speeds	Incite the child to run in the yard towards different targets
	Child fills and empties a cup of water, bucket with sand, toys from one basket to another	Allow and encourage the child to play with harmless items indoors and outdoors
	Child turns the pages of the book or magazine with one hand	While reading a story to the child, ask him to turn the pages
	Build a tower with 8-10 blocks	Ask the child (boy or girl) to build a tower with blocks or other items that he most likes
	Child follows a line drawn on the floor	Draw on the floor various lines and walk on those with the child
	Child sits and stands up easily from a chair	Organize toys indoors or outdoors to incite the child to sit and stand up from a chair.
	Child throws the ball with both hands	Organize games which require the child to throw the ball with both hands
	Opens and closes drawers	Allow the child to take his clothes or items from a drawer
	Climb up and down from the bed with no help	Let the child climb up and down from bed, under supervision
	Opens or closes the bottle lid, box lid, etc.	Offer the child a bottle and ask him to open and close the lid (bottle, box)

The image features a central rectangular area with a white border, set against a solid green background. Inside this rectangle, there are several overlapping, curved shapes in purple, yellow, and green. The word "Annexures" is written in white, bold, sans-serif font in the center of the rectangle.

Annexures

Annexures 1

Frontline worker messages for parents & caregivers

As parents and caregivers, you are the most important figures in young children's lives. You give them the food, love, safety, and stimulation that will help them learn and grow, physically and mentally.

The brain develops rapidly before birth and during the first two years of life. During this period of growth, children need adequate nutrition (starting with breastmilk); a safe, clean environment; at least one caregiver to provide loving attention; and the opportunity to play and learn.

Here are some key tips to stimulate the developing brains of young children:

- **If you have a newborn baby up to one-week old, then:**

Play by gently moving your baby, gently stroking your baby and holding your baby with skin to skin touch. Hold your baby close, talk or sing to your baby, especially while breastfeeding.

- **If you have a one-week old baby up to six months, then:**

Find ways for your baby to see, hear, feel, move freely and touch you. Move colorful things for your child to see and touch. Smile, sing, laugh, and talk with your child. Respond to your baby's feeding signals – such as her hands at her mouth – and feed her promptly.

- **If you have a six-month-old baby up to nine months then:**

Give your child clean, safe household items to handle, bang, and drop. Call your child's name and see their response. Try to respond to your child's sounds and interests. When feeding nutritious foods to your child, have him in front of you so you have eye contact with him. Feed him patiently and from time to time, give him finger foods so he can learn to feed himself.

- **If you have a nine-month-old baby up to twelve months, then:**

Hide a child's favorite toy under a cloth or box and see if your child can find it. Tell your child the names of things and people while pointing at them with your hands. Allow your child to feed herself and try different types of food flavors and textures.

- **If you have a twelve-month-old baby up to two years, then:**

Give your child things to stack up, or to put in and take out of containers. Ask your child simple questions and respond to your child as he tries to talk. Point to pictures in books and talk about them. Don't force the child to eat or be too strong in urging him. Instead, be calm and accepting. Make meals a happy time by talking to your child.

- **If you have a two-year-old baby and older, then:**

Help your child count, name and compare things. Make simple toys for your child. Encourage your child to talk and answer your child's questions. Teach your child stories, songs, and games.



Some recommendations if parents or caregivers experience problems

- If a mother is having difficulty breastfeeding, check if she is holding her baby in the right feeding position, while looking and talking or singing to the child.
- If caregivers do not have time to play, then recommend combining play activities with their household activities. For instance, they can ask the child to play with household objects that are clean and safe.
- If the child is not responding to stimulation, encourage the caregivers to do extra play activities, check if their child can see and/or hear, or refer the child to special services.

At all ages

- Parents or caregivers should never hit, beat or shout repeatedly at their children, and should use other means for correcting their behavior.
- Parents or caregivers should make every effort to provide a clean home environment for the children in their care, including using clean cookstoves and avoiding other air pollutants such as cigarette smoke.

Annexures 2

Why should Gram Panchayat invest in ECD?

As a democratic society, we need to provide equal opportunity to all and for this, every body should get a fair start in life. Fair start in life begins in the womb. A mother's health and nutritional status has implications for the growth of the foetus as well as in the later stages. If growth is affected in the initial years, it cannot be compensated later in life. Investing in ECD is like ensuring that every body has the same starting line in a race.

The following points will help you to plan interventions and investments on ECD.

- When parented with love, nourished and cared for in safe and stimulating environments, children develop the cognitive, emotional and behavioural skills they need to grow, thrive and contribute to their communities and the world.
- A baby's experiences with people, places, and things interact with her genes to lay the foundation for the brain's architecture
- Attentive and nurturing caregiving, including interactive play, helps a child develop the skills needed to learn.
- Play also a critical form of stimulation that boosts children's cognitive, physical, social, and emotional development.
- A pre-primary curriculum that included dramatic play (role-play) improved children's executive function including the ability to resist distractions, use information and adjust to change.
- Stable, caring relationships are essential for healthy child development.
- Genes and life experiences all affect the growth and development of a child's brain.
- Babies with caregivers who talk to them were better at processing language at 18 months old, and knew more words at 24 months.



- Young children who live in an environment with engaged and supportive caregivers have a buffer that helps them cope in times of stress.
- A child who hears positive talk from a caregiver at age 2 can focus and control her impulses better at age 6.
- Responding to a baby's cry, smile or coo shows you are there for her – and helps her brain build social and communication skills.
- As a toddler learns to talk, asking a question helps more than telling her what to do – or what not to do.
- If you give a baby a little bit of a challenge and help her achieve it, she will get a boost in brain development.
- To help your baby learn language, pay attention to what captivates her – even if it is a set of keys – and talk to her about it.
- The more skills children acquire early on, the better they learn later.
- Caregivers can become champions of ECD by demanding access to services for themselves and for fellow caregivers who may have a harder time accessing services.



Annexures 3

Position Title: Bal Visheshgya (BV)

A trained person appointed by the Gram Panchayat (under SFC and FC) to focus on the development and protection of children in the age group of 0-18.

Duty Station:	GP level institutions and platforms
Type of Appointment:	Temporary with the possibility of extension by the GP
Supervisor:	The person will work under the direct supervision of Gram pradhan and Secretary.
Roles and responsibilities:	40 hours a week/ all government working days in a year

Roles and Responsibilities of Bal Visheshgya (BV)

The roles and responsibilities of Bal Visheshgya (BV) include the functions of a counsellor to pregnant women, mothers and care givers of infants and facilitator for young children for education, counsellor for parents, school going children and adolescents on health and protection issues.

Broadly, primary functions involve providing promotive and positive behaviours during pregnancy and parenting related to early childhood development and education, preventive role vis a vis child labour, child marriage and other protection issues and complementary function to health functionaries, SMC and GP on adolescent health and school education.

Roles and responsibilities would be as follows

- BV will provide information and counselling to pregnant women, spouses and family members on the required and recommended nutritional and health care practices at every stage of pregnancy (ANC) and how it is related to mother's health and the growth of the foetus.
- BV will reinforce the information on the Care for Child Development (CCD) which include Kangaroo mother care, birth registration, early initiation and promotion of breastfeeding and responsive feeding, and immunization
- BV will provide demonstration (in person or virtual as the case may be) of positive parenting which include active bathing, Complementary and responsive feeding, other age appropriate activities of engaging with the child to ensure and track the milestones of development. Positive parenting also includes gender neutral socialization (toys, games, instructions and language

used) and responsive Prevention of Gender-Based Violence (GBV) and protection from all other forms of violence

- BV will provide counselling and demonstration on WASH and hygiene interventions including hand-washing and safe hygienic play areas
- BV will work with the Village Health, Sanitation and Nutrition Committee, ASHA, AWW, ANM and PRI members to mobilize the community for action against any violation of child rights, specifically child labour and child marriage.

The BV will fulfil the role through the following activities:

- 1. Participation in Village Health and Nutrition Day (VHND) to support Early Childhood Development (ECD): BV should attend all VHNDs held within the jurisdiction of the allocated GP or NP**

During the VHND, BV should

- i) Counsel and provide demonstration (as the case may be including short videos and print materials) to mothers, fathers and other care takers on
 - Kangaroo care
 - Early initiation and promotion of exclusive breastfeeding and responsive feeding,
 - WASH and hygiene interventions including hand-washing and safe hygienic play areas
 - Complementary and responsive feeding,
 - Age appropriate early brain stimulation activities such as active feeding, bathing, playful engagements and communication
 - Prevention of Gender-Based discrimination and violence
- ii) BV should reach out to all vulnerable families and counsel parents and care takers about what can be done at home for early brain stimulation, including games and toys.
- iii) Support the ANM in tracking Routine immunization and birth registration
- iv) Support the ANM and ASHA in ANC by reinforcing the required nutritional, health and emotional care recommended during pregnancy by explaining the various stages of fetal development

2. Participation and support to Village Health, Sanitation and Nutrition Committee (VHSNC) and hamlet level meetings:

- i) BV should support ASHA in the conduct of VHSNC and provide counselling support to adolescent girls and boys and parents of vulnerable families (socially and economically marginalised and likely to be missed out of basic services and prone to child labour, child marriage and trafficking of children).
- ii) Maintain the minutes of the meetings attended for follow up: BV should maintain records and minutes of the meetings attended which will help in organizing work and plan for follow up on the subsequent meetings

3. Support to ECE at Anganwadi centre

- i) BV should provide Early Childhood Education to all children at Anganwadi Centre in an age appropriate manner for at least two hours on all working days.
- ii) BV should follow the calendar of activities for below three years of children and above three plus children (ICDS)
- ii) BV should counsel parents and care takers about what can be done at home to complement the ECE activities done at the Anganwadi



4. Support to SMC and transition of children to higher classes, especially girls

- i) Support SMC member to prepare purwa wise list of children, no of children enrolled, children out of school
- ii) Support SMC in attendance calculation to make them understand how many children are regular in school

- iii) Support SMC to counsel parents / families of out of school children
- iv) Support SMC to prepare monthly report to share with GP Pradhan

For children in the age group of 6-14

- i) Mainstream in the govt. primary school and ensure their retention.
- ii) In case of long term dropout children, support/facilitate for and opening of STP classes under NCLP in the project villages and then mainstream these children in the govt. primary school.

For children in the age group of 15-18

- i) Support these children for transition in class 9 in coordination with education dept.
- ii) Link the children who are long term dropout with the existing vocational trainings of govt. under different programme such as Skills mission, Shri Deen Dayal Upadhyay scheme etc.

5. Support to ICPS

Ensure that all new born birth are registered and issued birth certificates by the GP within 28 days

Working with adolescents and their parents for prevention of child marriage: Identify girls and families vulnerable for child marriage and provide counselling to continue education. Awareness generation on Child Marriage Act and its intention during gram sabha, VHND and any other community platform.

Working with adolescents and their parents for prevention of child labour: Identify adolescent boys in the village who are drop out/irregular and sent out of the village for work. Pursue parents for continuing the education, and make them aware about the kind of exploitation and the harm caused to children when they are trafficked to urban areas for labour work. Keep vigilance and identify middlemen/ agents who lure the parents/ adolescent boys for trafficking for work. Counsel parents to beware of such traffickers and inform the traffickers about the law and punishment

Linkage with social security schemes: Linkage of child labour families/very poor families with the CCTS and BOC scheme of labour dept so that they are mainstreamed in schools and continue their education. Monitoring the retention of the children in the school who are linked with CCTS, BOC scheme

Identify and felicitate champions on child protection: Facilitate identifying and felicitating champions of gender equality by the GP (educating girl children, those resisted child marriage, dowry, encouraged the girls and women to work, celebrated the birth of a girl child, done family planning after having two daughters, shared the property equally between girls and boys, ensured that daughters took part equally in the last rites or death ceremonies along with boys



5. Support to RSK

- i. Form adolescent girls and boys and organize fortnightly meetings on themes such as child marriage, nutrition, SRH including MHM, gender equality, mental health and substance abuse as per the calendar below:

	Meeting 1	Meeting 2
Month 1	Importance of working together as a collective – using GARIMA tool- Boodhe Kisan ki Kahani	Importance of working together as a collective – using GARIMA tool- Boodhe Kisan ki Kahani
Month 2	Value of girls (gender roles)- discussion based on 30 min film Hero Number 1	Adolescent nutrition and preventions from anemia – discussion based on RSK flyer
Month 3	Adolescent sexual and reproductive health (including MHM for girls)- discussion based on RSK flyer	Prevention of child marriage discussion based on RSK flyer
Month 4	Mental Health- discussion based on RSK flyer	Prevention from substance abuse- discussion based on RSK flyer
Month 5	Development of village level adolescent health action plan	Development of village level adolescent health action plan

- ii. Prepare the minutes of the meeting highlighting the issues that need attention and further support
- iii. Identify and provide monthly follow up support to adolescent beneficiaries of nutrition programme

- iv. Refer appropriate cases to adolescent focused health clinics and counsel for follow up and compliance
- v. Organize quarterly Parivar Samay (at hamlet level) on issues identified during fortnightly meetings with adolescents

Qualifications and other requirements

- A permanent resident of the GP
- Minimum of 12th pass and trained in ECD, ECE, government schemes by any reputed agency

Annexures 4

Assessment tool: Pre and Pro Test of Knowledge

- Q 1. 0-3 year old children have the ability to observe, react and reflect on the world around them.**
Yes No Maybe
- Q 2. A child starts learning in school only.**
Yes No Maybe
- Q 3. 0-1 year old children cannot express their needs before they learn to speak.**
Yes No Maybe
- Q 4. All children have certain rights like right to life, protection, education and participation.**
Yes No Maybe
- Q 5. Caring and loving caregivers/parents influence how their children develop relationships later in life.**
Yes No Maybe
- Q 6. By playing games with your children can enhance their physical, language, cognitive and socio-emotional development.**
Yes No Maybe
- Q 7. Your child's experiences in the first three years of life have an important impact on the child's overall development and learning many years later?**
Yes No Maybe
- Q 8. New born baby should not be given breast milk for first few days.**
Yes No Maybe
- Q 9. It is important to follow a set routine by the caregiver to look after the daily needs of the children.**
Yes No Maybe
- Q 10. It is important for the health of the children to wash your hands and keep the floor, bottles and bed sheets clean.**
Yes No Maybe

