

Parents+

Manual for Facilitators

ã 2019, Centre For Learning Resources

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To The Facilitator

About this package

This package is designed for use in projects or services for the holistic development of young children and for the well-being of their families. The package includes

A. Manual for Facilitators

- To The Facilitator
- Guidelines to conduct an orientation to home-based nurturing care of young children (based on the manual)

B. Manual for Communicators

- An introduction to nurturing care of young children
- Process guidelines to implement a project promoting nurturing home-based care of young children using this manual
- Content to support home-based nurturing care of young children

About the Manual for Facilitators

The manual for facilitators provides session-wise guidelines on conducting an orientation on home-based nurturing care using the communicator's manual. There are totally six sessions in the orientation.

1. Importance of the first six years in the development of children
2. Introduction to the communicator's manual and guidelines for using it
3. Developmental characteristics and developmental needs of young children
4. Understanding the content for home-based nurturing care of 0-6 year old children
5. Cultural component of care
6. Preparing play materials for children

It is recommended that the first five sessions be conducted in that order. The session on preparing play materials, i.e. the sixth session can be introduced any time after the second session. It can be conducted as a whole session that can take a day or two, or as a filler activity in a 3-4 day training.

The guidelines for each session include objectives for that session, a list of things that will be needed during the session, and notes on the sequence of activities in the session. There is additional space provided after each session guideline to make notes, in case the facilitator wants to, when s/he is receiving an orientation.

The aim of providing only guidelines without prescribed time required and a scripted training plan, is to help participants use individual judgements and build on their knowledge and experience.

There is a blank training plan template provided at the end of the manual in case the participant wishes to plan his/ her training in detail.

About conducting an orientation

When conducting a session, it is important to:

- Facilitate a group of not more than 25 – 30 participants, at a time (assuming two main facilitators)
- Create a circular seating arrangement, preferably on the floor
- Listen
- Reflect
- Discuss and not lecture
- Understand the context (professional-social-cultural) of your participants
- Make participants feel comfortable, and elicit ongoing questions, concerns and feedback
- Build on experience, local knowledge and individual judgement of participants
- Demystify technical terms and concepts by giving everyday examples, sharing anecdotes, demonstrating, etc.
- Start every day with an activity or prayer that helps participants settle and focus; revise previous day's content; set expectations – facilitator's and learner's; give breaks as and when required; conclude every day with an activity or prayer that helps participants feel settled.
- Remember: Your participants are going to observe and imitate you and your session. Do what you would like your participants to do. The guidelines for orientation is a fallback mechanism - something to help recall, but not the primary source of information.

Guidelines for facilitators to conduct an orientation to Home-based nurturing care of young children

Session 1: Importance of the first six years in the development of children

Objectives:

Participants will

1. Understand the importance of the first six years in life-long development
2. Learn how the child's developmental needs are mainly the five components of nurturing care – good health, adequate nutrition, responsive caregiving, safety and security, and opportunities for early learning.

Things needed:

Projector, speaker, Sensitive period film, white board, markers

Session activities:

- Ask participants to think of any young child (0-3 years) child they know and what they hope for the child – now and later in life. List their hopes/expectations.
- Initiate a discussion on the importance of the first few years in a child's life. Show them the film on 'sensitive period'. In case of a power outage, you can together read the film script given on the next page.
- Ask them to again think of the same child they listed hopes/expectations for. What do they think the child will need from people around her/him to fulfill these hopes/expectations? Note the same.
- Begin classifying the needs. Explain that they can be broadly classified into good health, adequate nutrition, responsive caregiving, safety and security, and opportunities for early learning. Discuss how developmental needs change with age.
- As a conclusion discuss the following questions. You could play a quiz game around it. Let the participants reach an agreement for each question.

1.	A caregiver does a better job when s/he feels confident about her/his abilities to provide care.	True	False
2.	The brain develops more rapidly when the child first enters school than at any other age.	True	False
3.	Young children learn more by trying things out and copying others than by being told what to do.	True	False

4.	A caregiver should talk to the child, even before the child can speak.	True	False
5.	Before a child speaks, the only way she communicates is by crying.	True	False
6.	A baby can hear at birth.	True	False
7.	A baby cannot see at birth.	True	False
8.	A child should be scolded when s/he puts something into her/his mouth.	True	False
9.	A child drops things just to annoy her/his father and mother.	True	False
10.	A child begins to play when s/he is old enough to play with other children.	True	False
11.	Children can learn by playing with pots and pans, cups, and spoons.	True	False
12.	Talk to your child, but do not talk to a child while breastfeeding. It will distract the child from feeding.	True	False

Source: Adapted from Care for Child Development participant manual

Film Script

When children are born, parents, families, communities and the society, all attach a lot of hopes to them. They hope they will be healthy, live a long life, be good sons and daughters, sisters and brothers, parents, spouses, friends, colleagues and leaders, help build a beautiful and harmonious society, be considered clever, intelligent and wise, be successful and help others achieve success. We all build such hopes for our children.

Science tells us that a child's first seven or eight years determine to a large extent if the child will actually walk this desired path. Our traditions have always emphasised the implanting of good impressions on children in an early age. Now science also says that a child who doesn't experience lots of affection, touch and a sense of security at six months finds it hard to give affection to anyone even at twenty five years. One who is deprived of opportunities to play with other children at 2 finds it hard to work collaboratively with others at 40. And a child who at 6 or 7 years hasn't had chances to think about new things, deal with challenges and solve complex problems will find it difficult to do such things even when she grows up.

Why this happens is a fascinating story.

At birth, a child has nearly ten thousand crore small cells in her brain. (The entire Milky Way has only that many stars). They are called neurons. As the new-born baby undergoes new experiences, these neurons connect with other neurons, as if they were shaking hands. Science says that the child's learning is coded into these connections. The connections for experiences repeated often or deeply result in denser connections being created. And the denser the connections, the better the capacity of the child to understand, learn and do those things.

Frequent happy experiences lead the child to the ability to understand and give happiness. Experiencing affection, commendation and security makes her capable of providing affection, commendation and security to others. And being challenged to solve problems repeatedly helps build confidence that problems can be solved.

When experiences are unhappy, the world will seem unhappy and threatening. If the child is often beaten and feels insecure, the resulting connections will prompt her to stay away from the world. If she has mostly experienced disapproval and anger, she could learn to be angry and be prone to running away.

And if experiences are scant, the capacity to think, understand and execute will develop poorly. No wonder then, if such children grow up to have a severe lack of confidence.

We can understand this another way.

Any experience leads to development of new knowledge; perhaps, new insight relating to that experience. If we imagine that our brains are a container formed of neurons, then each experience leads to the container being filled with fresh drops of knowledge. As the container fills, our understanding develops further and our ability to solve the problems in our world, think and understand things, and to achieve our ends grows steadily. This is true for all of us. Young or old, rich or poor, man or woman, we all accumulate new knowledge as a result of our experiences.

But something more, and quite magical, happens among young children, up to about 6 or 7 years. Experiences lead to drops of knowledge filling their containers as well. However, the difference is that their containers are flexible. So drops of knowledge not only fill the container, they also help expand it. And the younger the child, the more flexible the container is. At 6, the container expands far less in response to a drop of new knowledge than it does at 2. And at 10, much less.

A lot of happy experiences at a young age causes the container to expand a lot. The child, thus, builds the capacity to store a lot of knowledge. As she grows up, fresh experiences can be accommodated in this expanded container well. The capacities of such a child flower, she experiences success and helps others succeed.

And if such experiences are unavailable at a young age, the container will remain small. As the child grows, fresh experiences will indeed provide fresh knowledge, but the total capacity to store such knowledge has already been determined. The total capacity of such a child to be a source of support for her family, community and society has been determined.

These connections between neurons in the brain are formed and deepened in different parts of the brain at different times. Language connections begin at birth, but the process is accelerated around 5-6 months. They continue to grow rapidly up to about 3 to 4 years and then slow down.

Therefore, a child's capacity to learn language is most easily developed during this period. It is not that it can't happen later, but it will require greater effort. Therefore, for language development, the children who receive good language experiences during this time have an advantage over others who don't.

We might say that the child is most sensitive to language experiences during this time. A little effort will go a long way in building language capacities.

Development of different capacities is most effective in its own window of high sensitivity. Hearing and sight capacities develop rapidly in the first year or so and then slow down appreciably. If the child does not receive adequate experiential inputs for these capacities, she could be left with developmental deficits.

Similarly, a child develops the foundation of the capacities to understand emotions, regulate them, and use them effectively in the first three years. Habit formation is another capacity that develops at this age.

The capacity to develop relationships with others develops comparatively later. Children who experience affectionate relationships with other children and adults from about 24-30 months up to about 5-6 years develop long-term capacities to form good relationships, work cooperatively with others and provide leadership.

Session 2: Introduction to the communicator's manual and guidelines for using it

Objectives:

Participants will

1. Be oriented to the structure and features of the communicator's manual
2. Understand how to use the communicator's manual

Things needed:

Individual copies of the communicator's manual, white board, markers

Session activities:

Give participants some time to go through the communicator's manual on their own.

Ask them what they observe about the manual – what do they think are the features of the manual. Why do they think those features might be important or helpful? Note their responses.

Together read and discuss the sections 'To the User' and 'Process Guidelines – about using the communicator's manual'. Where relevant give time to go through the manual during discussion.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Session 3: Understanding developmental characteristics and developmental needs

Objectives:

Participants will

1. Understand the various domains of development, how they are inter-connected
2. Comprehend the developmental characteristics of each age group, and acknowledge individual uniqueness in developmental trajectories
3. Begin to recognize which developmental domains and developmental needs are addressed in the messages on home-based nurturing care

Things needed:

Communicator's manual, white board, markers

Session activities:

Ask participants to think of things that children do that indicate that they are growing and developing. Encourage a discussion. Make note of their responses.

Ask them if all of those things that children do indicate the use of the same body parts/ skills by the children. How are they different?

Begin classifying them into: Movement/ motor skills – gross and fine, hearing and vision, language and communication, social-emotional development, cognitive/ mental development. Provide more examples, if needed. Using instances highlight how most activities/ play that children engage in are a combination of the above domains, and hence the focus is always on holistic development.

Read and discuss the developmental characteristics of each age group from the communicator's manual.

Explain individual differences in the course of development, and the significance of caregivers recognizing every individual child's needs.

Let each participant pick any one message from the communicator's manual, and discuss which of the developmental needs and developmental domains of the child it addresses. Facilitate this discussion in small groups or a large group, depending on the group size and number of facilitators.

[illegible]

Session 4: Understanding the content for home-based nurturing care of 0-6 year old children

Objectives:

Participants will

1. Discuss and Understand all messages, by age-group, and their rationale/importance

Things needed:

Projector, speaker, Film – 'Vikas shishu ka - sehbhaag sabhi ka', white board, markers

Session activities:

Show participants the film 'Vikas Shishu ka, Sehbhaag Sabhi ka'. Discuss what the caregivers are doing with the children in the film.

Encourage participants to think of the 0-6 month age group and their developmental needs. Taking cues from the film, ask participants what caregivers can do with/for the babies to meet their needs. Note their responses.

Then together discuss the section on 'Enabling an environment of care for the holistic development of 0-6 month old children. When discussing, first look at the pictures on a page, discuss them and then move on to reading the corresponding text. Cover content for the entire age-group this way.

Next, encourage participants to think of the 7-12 month age group and their developmental needs. Taking cues from the film, ask participants what caregivers can do with/for the babies to meet their needs. Note their responses.

Then together discuss the section on 'Enabling an environment of care for the holistic development of 7-12 month old children. When discussing, first look at the pictures on a page, discuss them and then move on to reading the corresponding text. Cover content for the entire age-group this way.

Repeat the same process, for the next two age-groups: 1 to 3 years and 3 to 6 years.

In the end, discuss the remaining sections – care for maternal wellbeing, and handling children and providing a safe and secure environment. If the section on preparing play material has not been introduced so far in the orientation, then discuss it too.

[illegible]

Session 5: Understanding the cultural component of care

Objectives:

Participants will

1. Understand that childcare is a culturally driven phenomena
2. Learn to appreciate the significance of recognizing and building on culturally grounded practices
3. Brainstorm ways of building on culturally grounded childcare practices

Things needed:

Photo handbooks (by SCSTRTI Bhubaneswar) about the various tribes, Summary of impressions from CLR's field study and interviews, white board, markers

Session activities:

Ask participants to form groups based on the tribe/ community that they work with. If any of the participants works with two or more tribes/ communities, ask them to join the tribe/ community group that represents majority of the population that they work with.

Within their small groups, ask them to brainstorm on the following questions and make notes:

1. What are pregnancy related practices?
2. What are practices related to preparation for child-birth and child-birth?
3. What are practices related to the time immediately after child-birth (upto 1 month)?
4. What are practices related to caring for/ parenting infants (1 month to 12 months)?
5. What are practices related to caring for/ parenting toddlers (1 - 3 yrs)?
6. What are practices related to caring for/ parenting young children (3 - 6 yrs)?
7. What are parental expectations from children? On what instances do parents get upset with children? When do they not? What do they do then?
8. What are the sources of knowledge about parenting?
9. Has/ how has any of the above changed over time?

Present to the participants the CLR team's impressions from the field study and interviews.

Now, ask the groups to think of the following points for implementation, based on their discussions and notes. Get groups to also make notes about these:

- Ask groups to share their discussions and notes with everyone. Try and find similarities and dissimilarities in the practices, as well as the plan for implementation, when discussing in the large group.

[illegible]

Session 6: Preparing play materials for children

Objectives:

Participants will

1. Learn how to play certain play materials for children
2. Use their own creativity and make play materials for children
3. Understand the benefits of those play materials for children vis-à-vis the various domains of development

Things needed:

Plastic bottles (in different sizes), beads, seeds, small plastic materials (e.g. plastic flowers), plastic wrappers, plastic bangles, pieces of cloth, broken malas, empty match boxes, wire, plastic /metal caps of medicine bottles/water bottles, shreds of cotton/synthetic cloth, straw (dry grass), sketch pens, magazine glossy paper, Cardboard boxes, old newspaper, magazines, threads (thick and thin), needles (2-3 sizes), scissors, pen, pencil, rope, wool, tins, bamboo stick, hammer, nails, fevicol/ glue, sticks of wood, hanger, pebbles, any other (clean) waste material

Session activities:

Inform participants before-hand to collect the above materials and bring to the orientation.

Initiate a discussion on 'play materials for children'. Ask participants to look at pictures in the manual and note what all are the children playing with. Discuss - can some of those 'toys' be made at home, with every-day items? How would that help? Note responses.

With the section on 'Preparing play materials for children' as a guide, prepare toys. Encourage participants to use their own creativity and make similar/ different toys that young children can play with.

At various points in the preparation of play materials keep discussing the benefits of the toy that is being prepared, in the holistic development of children.

[illegible]

Training Plan Template
Plan for Training of _____
Training Dates :

Day No.	Session Number	Outcomes	Activities	Things needed	Approx. Time

Parents+

A Program for Caregivers of Children in the Birth to 6 Years Age Group
to enable Home-based Nurturing Care



Manual for Communicators



नए समाज की ओर
Towards a new dawn



ମାତୃତାପା ଉତ୍ତର
ବହୁଭାଷୀ ପ୍ରାଚ୍ ପ୍ରାଥମିକ ଶିକ୍ଷା

CAF Charities Aid
Foundation
India



**Bernard
van Leer**
FOUNDATION

Parents+

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ã 2019, Centre For Learning Resources

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Production Support	:	Project Management Unit Dept. of Women and Child Development, Govt. of Odisha Bernard van Leer Foundation

Content based on CLR's previous manuals - 'Right From The Start',
'Chakmak Mein Aag', 'Laika Ke Goth Baat'

Foreword

This manual was requested by The Project Management Unit (PMU) of the Department of Women and Child Development (WCD), Government of Odisha, and the Bernard van Leer Foundation (BvLF).

To be used in child development programs, this manual promotes home-based nurturing care of children in the birth to 6 years age group, by suggesting to caregivers ways of creating an enabling environment incorporating health, nutrition, responsive caregiving, safety & security, and opportunities for early learning.

The design of this manual – the content, its organisation and visuals have been field-tested in small and large-scale projects. The content of the package is not new but the design is an attempt at critically applying some of what the CLR team has learnt through implementation of several design and capacity building interventions to promote home-based nurturing care of young children. The design bears in mind the literacy capacities of field workers and caregivers, while recognizing their capacities of local contextual knowledge, and their motivation for action. It endorses certain traditional practices which promote stimulation for holistic development.

This manual can be used directly by the field-workers with caregivers. Recognising the constraints of time and space faced by caregivers in economically deprived communities, the manual suggests several practical every-day possibilities of when and how caregivers can provide a nurturing environment to their young children.

We hope that the Department of Women and Child Development are able to use it widely in their work toward the overall development of children and women.

Acknowledgement

Over the last many years, Centre for Learning Resources (CLR) has been involved in projects for promoting home-based nurturing care for the holistic development of young children in the birth to three years, in economically deprived contexts. More recently, the Centre has also extended this work further, to include home based care of three to six, and now six to eight year-old children.

This manual draws on content and insights from previous manuals that we have developed and from capacity building interventions that we have undertaken over time.

First and foremost, we would like to acknowledge our gratitude to the developers of CLR's first such manual – 'Right from the Start' – Zakiya Kurrien and Anjali Gokhale.

Since 2013, CLR has worked extensively with select caregivers in Rajnandgaon block of Chhattisgarh. Our interaction with the caregivers, and our experiences from the capacity building intervention for the field workers, has helped us learn inestimably, particularly about the processes of home-visiting and group meetings. For that we will be indebted to the caregivers and the field workers.

Similarly, our partnership with the State Health Resource Centre, Chhattisgarh, on a large-scale capacity-building intervention aimed at integrating care and stimulation content into the Mitadin program, a community health worker program, has taught us much about communication approaches and cascade trainings. The design of this manual is greatly influenced by those learnings. We will always be thankful for that partnership and project.

The manuals used in the above projects – 'Chakmak mein Aag' and 'Laikhe ke goth baat' respectively, have informed the development of this manual.

The pictures used in this manual are a collection over many years. The design of this manual would be radically incomplete without them. We would like to express our gratitude to the photographers who have, over time, managed to capture the right moments.

We are grateful to the Project Management Unit (PMU) of the Department of Women and Child Development (WCD), Government of Odisha, and the Bernard van Leer Foundation (BvLF), for the financial support provided for the development of this manual.

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To The User

This manual is designed for use in projects or services for the holistic development of young children and for the well-being of their families. The manual includes the following sections :

- A. An Introduction to nurturing care of young children
- B. Process guidelines to implement a project promoting nurturing home-based care of young children, using this manual
 - 1. Care for maternal wellbeing
 - 2. Enabling an environment for nurturing care and holistic development of 0–6 month old children
 - 3. Enabling an environment for nurturing care and holistic development of 7-12 month old children
 - 4. Enabling an environment for nurturing care and holistic development of 1-3 year old children
 - 5. Enabling an environment for nurturing care and holistic development of 3-6 year old children
 - 6. Handling young children and providing a safe and secure environment
 - 7. Preparing play materials for children

Section 6 and 7 of the manual includes information that encompasses all age groups; the rest of the sections are specific to an age group. Sections 2, 3, 4 and 5 include

- a. Developmental characteristics of the discussed age-group
- b. Suggested actions for providing nurturing care – these are simple, tangible, every-day ways in which caregivers can feed, care for the health, interact-stimulate, and provide early learning opportunities to, their young children

Each suggested action or set of actions is supported with information about the importance and/ or the rationale of doing so. These points are represented in italics.

Introduction

Over the last few decades, multi-disciplinary research has proved that the period from conception to three years of age, is a window of opportunity to help a baby reach her full potential in childhood, adolescence and adulthood. In fact, the benefits of a right foundation of health and well-being, can also carry into the next generation. To build a strong foundation of health and well-being in these initial years requires caregivers to provide, and the larger community to support them in providing, nurturing care. Nurturing care includes good health, adequate nutrition, responsive caregiving, security and safety, and opportunities for early learning. Such nurturing care promotes holistic development of the young child – her social-emotional development, motor development, language development and cognitive development. Caregivers play the most central role in the nurturing care of young children.

In India, developmental programmes for infants and young children under three years of age have not received as much attention as early childhood education for 3 to 6 year olds, which also needs to be expanded and strengthened. The findings of medical and educational research – that the brain responds most to very early experience, that the environment influences brain development and function, and that a substantial amount of brain development happens by age 3 – are only just beginning to be translated into care programmes and policies. Hence, community awareness about the crucial role of caregivers in providing an enabling environment for nurturing care is limited. There is no doubt, that in almost all families, even some of the most impoverished, babies and young children receive love and concern. It is, therefore, crucial that we also make caregivers aware of their potential to fulfill the developmental needs of the young child and the significance of their contribution to their entire life.

Process Guidelines

About using the communicator's manual

The communicator's manual is meant to be used by a frontline worker or field communicator. It can be used to conduct home-visits and community meetings with all those who take care of children from birth to 6 years of age, i.e. parents, grandparents, other relatives, siblings, and neighbors, to help promote holistic, nurturing home-based care. The manual will help raise the awareness of caregivers about responsive care practices while endorsing those traditional child care practices which are sound.

The manual has been divided into 7 sections; the first five by age group and the last two sections on handling children and providing a safe and secure environment, and preparing play materials for children, which apply to all age groups. The first five sections include information on developmental characteristics of that age group, suggested actions for providing nurturing care and the importance and/ or rationale of doing so. *The importance of a suggested action or set of actions are represented in italics.* The suggested actions are simple, tangible, every-day ways in which caregivers can feed, care for the health, interact-stimulate, and provide early learning opportunities to their young children. The actions, especially for the 0-3 year age group, are organized by every-day activities that caregivers do with children – feeding, bathing, putting them to sleep, when family members spend time with the child, interaction with the child, play-time, when the mother is busy, etc. The actions for the 3-6 year age group that focus on early learning are organised under 'when family members spend time with the child or when the mother is free'. These ideas for caregiver-child interaction, and for stimulation activities, are not exhaustive. Communicators and caregivers can suggest further similar ideas.

About the home-visiting process

It is recommended that before beginning home-visits, the communicator gets to know the social, cultural, local political and demographic profile of the hamlet/s. It is essential for her/him to establish contact with the families and the community, know the age of the young children in each household, and understand the existing childcare practices of each household. This will help her/him to build on the context and the needs of the household, when suggesting actions or reinforcing existing practices for nurturing care.

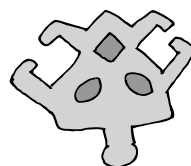
During a home-visit, it is envisaged that the communicator will discuss one new topic (usually content on a page) and reinforce previously discussed suggested actions. To introduce a new topic – it is useful to look at pictures relevant to the topic together. The communicator can ask the caregiver – what is it that s/he can see in the pictures? Does it happen in their home? Does it have any benefits? If yes, what? This helps in the visit becoming a discussion rather than a lecture. The pictures also provide the communicator cues for suggested actions, which can then be supplemented by 'reading' the text.

It is particularly important to acknowledge the caregiver if s/he is already practicing what has been suggested or has adopted what has been suggested. Hence, chatting with caregivers about family members, discussing anecdotes about their children, asking feedback about activities suggested in the previous visit and tried at home, are vital components of a home-visiting process. It is also crucial to provide problem-solving support, in case the caregiver is unable to try a suggested action or has tried it and is finding it difficult. Understanding the caregiver's issue, demonstrating, suggesting alternatives, sharing experiences – especially difficult ones that finally resulted into success, are important aspects of a home-visiting process.

About group meetings

Group meetings are a great platform for sharing experiences and learning from each other. It is suggested that after a set of home-visits, caregivers gather together for a discussion. Posters based on the communicator's manual can be used to prompt discussion and reinforce what has been suggested during home visits, keeping in mind that the meeting is not becoming a 'lecture'. It is ideal if the meeting is seen as a mutual support group of the caregivers, an opportunity for them to brainstorm on new ideas using local resources, demonstrate suggestions, acknowledge successes and address challenges, with the communicator primarily taking the role of a facilitator.

Care for maternal well-being



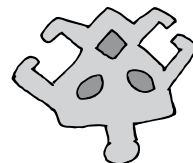


Care for adolescent girls

Suggested actions and their importance:

- Provide an adequate and wholesome diet to girls in their childhood and adolescence.
- Provide health services to young and adolescent girls.
- A woman should be above 18 years at the time of her first pregnancy.
- Keep a gap of at least two or three years between two children.
- A woman's weight should be at least 42 kilograms before conception.

Care of young and adolescent girls is important, to ensure that would-be mothers will have healthy babies and, to promote the mother's own health.





MINISTRY OF HEALTH AND FAMILY WELFARE
MINISTRY OF WOMEN AND CHILD DEVELOPMENT

MOTHER AND CHILD PROTECTION CARD (MCP CARD)



Keep this card safe and carry along with you during every visit to Village Health Sanitation and Nutrition Day, Anganwadi Centre, Health Centre and Hospital

2018 Version

Regular checkup is essential during pregnancy

Months	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Urine Pregnancy test	<div> <div>Yes</div> <div>No</div> </div>									
Registration	Register with the Health Centre in the 1 st trimester.									
ANC	Have at least 3 ante-natal checkups, after registration									
BP, Blood & Urine	Have blood pressure (BP) checked and blood and urine examined at each visit.									
Weight	Have weight checkup at each visit. Gain at least 8-11 kg. during pregnancy. Gain at least 1 kg every month during the last 6 months of pregnancy									
T.T. Injection	Take two T.T. injections. T.T.1 when pregnancy is confirmed and T.T.2 after 1 month. (Fill in the date) Give one dose of T.T. if previously vaccinated within 3 years									
Iron Tablets	Take one tablet of iron folic acid a day for at least 6 months after 1 st trimester. Take at least 180 tablets. (Fill in quantity and date issued)									
Take two tablets of calcium per day for at least 6 months after 1 st trimester										
Take single dose of tablet albendazole (400 mg) after 1 st trimester										

Care During Pregnancy



- Consume a variety of food including fortified food items like wheat flour, edible oil etc.
- Consume more fluids around 7-8 times extra than the normal diet.
- Consume Supplementary Nutrition from the AWC regularly
- Rinse the mouth after every meal & brush the teeth at least twice a day.
- Take at least two hours of rest during the day and in addition 8 hours at night.
- Use only adequately iodized double fortified salt.

Ensure nutrition counselling at every ANC

Care during pregnancy (1)

Suggested actions and their importance:

- Register the pregnancy with the ANM.
- Conduct four antenatal checks including blood pressure, weight, blood test, urine test and baby's growth.
- Consume iron tablets available with the ANM/ ASHA worker.

Iron tablets prevent the deficiency of iron in the blood of pregnant women and their babies.

- Pregnant woman should receive the Tetanus Toxide (T.T) vaccination.

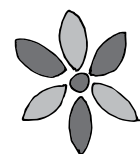
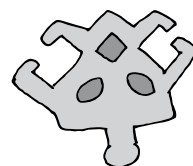
The TT injection protects the pregnant woman and the baby from tetanus.

- Conduct the delivery only in a hospital or at the hands of a trained health worker.

Doctors and trained health workers will take care to cut the cord safely and cleanly. They can handle emergencies.

- Family members can help take care of older children and with domestic duties.
- It is the entire family's and community's responsibility to care for a pregnant woman – to ensure that she goes for regular check-ups, takes rest, eats well, and is happy.

If the mother's health and well-being is not cared for, it can affect the baby's birth weight and make her susceptible to illness.





Care during pregnancy (2)

Suggested actions and their importance:

- A pregnant woman must consume more food and a wholesome diet incorporating fruits, vegetables, grains, pulses, oil, dairy and egg/ meat/ fish. She should consume the THR available in the Anganwadi.
- During pregnancy a woman can keep eating all the foods that she usually eats.

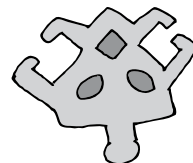
If the pregnant woman eats more and wholesome food, the baby is more likely to be born with a good birth weight, and it also helps the mother for breast feeding.

- A pregnant woman must not be exposed to environmental factors that cause disease, such as polluted water and air etc.

If the mother's health and well-being is not cared for, it can affect the baby's birth weight and make her susceptible to illness.

- Ensure that the pregnant woman gets rest for at least 2 hours a day, and try to keep her away from conflict and stress.

A happy and stress-free woman will birth a happy and healthy child.





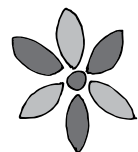
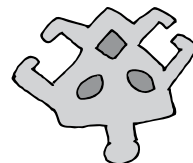
Preparing for a new baby

Suggested actions and their importance:

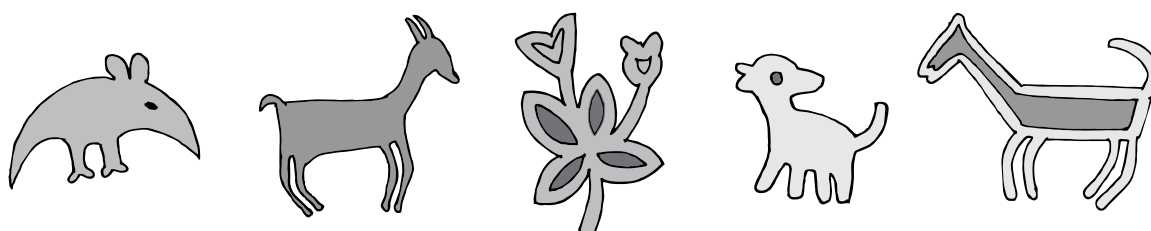
Prepare older sibling/s for the new baby

- Talk about the new baby, what the new baby might be – a sister or brother.
- How would the older sibling play with the baby, how would they help take care of the baby.
- But remember that the older child also needs time to play and should not be made to take care of the baby all the time.

Children may find it difficult to share adult attention and love with a new baby. If the older child is involved in interaction with the baby and taking care of it, s/he will accept the situation better.



Enabling an environment of care for the holistic development of 0 – 6 month old children



Developmental Characteristics of Children

Age Group: 0 to 6 Months

What is the child like between 0 to 6 months of age?

Seeing and Hearing

- turns her head in the direction of light
- listens to sounds and searches for the object which makes the sound
- can see different colours and shapes at 20-25 cms. distance (between 0- 3 months)
- sees moving things
- looks at her own hands (between 0 - 2 months)

Using her Body / Movement

- holds head erect by 3 months
- lies on her back and kicks arms and legs
- grasps things in her hand
- starts to sit without support at 6 months

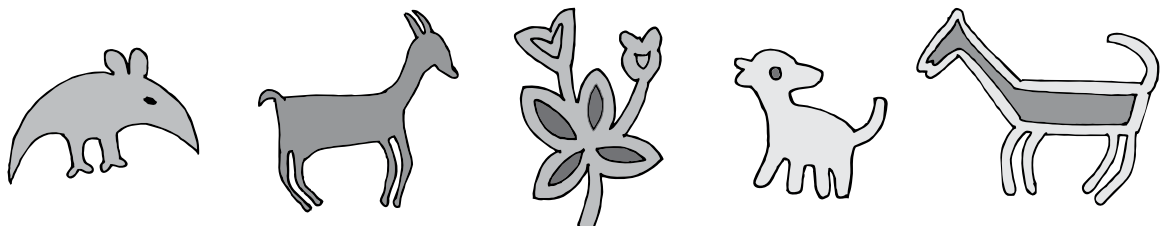
Communicating

- makes cooing noises
- babbles and makes sounds like 'ba-ba', 'a-a', 'da da'

Social Development

- recognises her mother before 1 month
- recognises other caregivers
- shows her happiness by smiling, and discomfort by crying
- likes to be picked up and cuddled

Mental Development at this stage is inextricably linked to the use of the 5 senses, to movement, communication and social development





Caring for a new-born

Suggested actions and their importance:

- Initiate breastfeeding within an hour of birth.
- Feed the colostrum (first milk) to the baby. Do not throw it away.

Breastmilk nourishes the baby and protects her from disease. The colostrum has many antibodies that guard the child from infections.

- Weigh the new-born baby within two days of birth. Weight of the baby should be 2.500 Kg. If it is less than that, contact the ANM immediately.
- Keep weighing the baby every month. Learn to track the baby's weight and growth on the growth charts in the Anganwadi.
- If the child does not gain weight over a two-month period, the caregiver must discuss the possible reasons for this with the community health worker or ANM, and also what to do about it.

Tracking the baby's weight helps determine if she is growing well. Regular weight gain is an important sign of the child's overall health.

- All caregivers handling a new-born need to wash their hands before doing so.

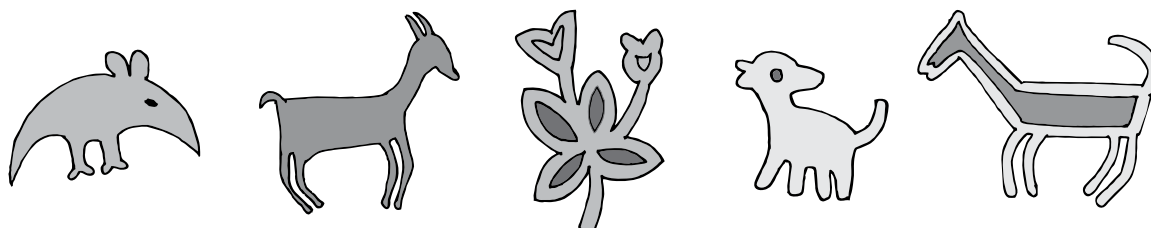
Handling a baby with clean hands protects the baby from infections.

- Keep the new-born baby's navel and umbilical stump dry.

The umbilical stump falls off on its own. Wetting it or applying something to it increases the chances of infection.

- Examine the vision and hearing capacity of the baby.

Children can see and hear at birth. In case their vision or hearing is not optimal, early intervention at the health centre can be initiated.





Vaccination

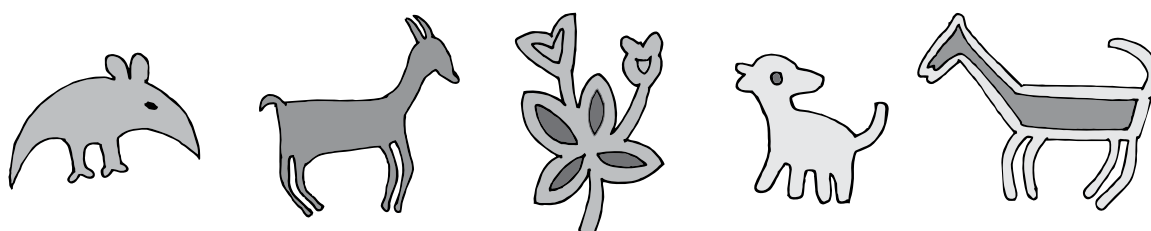
Suggested actions and their importance:

- Vaccinate the baby as per the recommended schedule.
- A child is immunized by vaccines which are injected or given by mouth.

Immunization protects the child from several dangerous diseases, like polio, tuberculosis, measles, diphtheria, whooping cough etc.

- It is safe to immunize a malnourished child, and also one suffering from a minor illness like cold or cough.
- After an injection, the child may cry, develop a fever, a rash or small sore. If the baby is younger than 6 months, breastfeed at regular intervals and hold the baby close. If the baby is over 6 months, give her usual food, liquids, continue breastfeeding and hold her close.

Holding the baby close makes her feel emotionally secure and eases discomfort.





Breastfeeding

Suggested actions and their importance:

- Exclusively breastfeed for 6 months and continue breastfeeding upto 2 years.

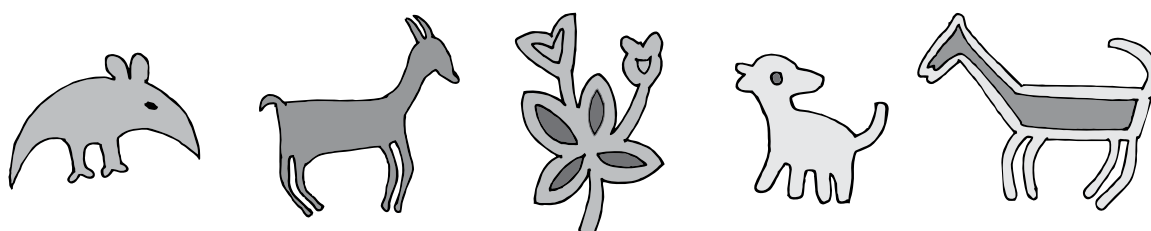
Food and liquids other than breastmilk fed to the baby in the first 6 months may be harmful and cause an infection. Breast milk takes care of a baby's requirement of both water and food for the first six months.

- Continue breastfeeding exclusively during a baby's illness, even during diarrhea.
- Mothers must eat extra food, drink enough liquids, take rest and be happy.

A good diet, physical and emotional health ensures adequate milk production, as well as the mother's own wellbeing.

- If in spite of all the above, the mother is not producing enough milk, see a community health worker, ANM or doctor.
- Family members can help take care of older children and with domestic duties, in the first month or two.

The family and community needs to support a breastfeeding mother in all possible ways so that she can breastfeed the baby on demand.





Responsive feeding

Suggested actions and their importance

- Feed as frequently as the baby demands.

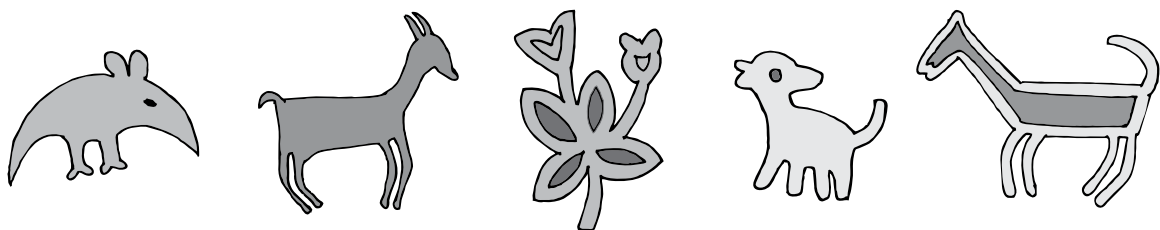
Frequent feeding helps establish supply.

- Do not wait for the baby to cry with hunger. The baby will provide early signs of hunger such as turning the head to one side and looking for the breast, etc. Learn to recognize these signs and respond to them soon.

Being responsive and affectionate helps the child feel emotionally safe and secure.

- Do not leave the child alone for a long time.
- When breastfeeding the baby, be affectionate – have eye contact, caress her, stroke her head, talk to her, smile at her, sing to her.

Looking at the baby helps her to start recognizing your face. Being affectionate helps create a trust that conveys “We want you.” It conveys that the caregiver can be depended upon.





Bathing

Suggested actions and their importance:

- Massage the baby – move the baby's arms and legs in a playful, exercising way.

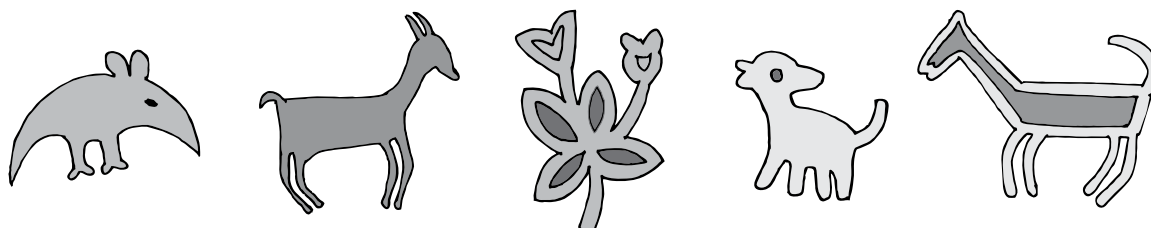
Massaging not only improves blood circulation and helps the child's physical development, but touch also helps develop a bond with the caregiver.

- When massaging, bathing, dressing the baby, talk to her and address her by name. When she babbles, talk to her as if responding.
- Imitate the sounds the baby makes.

The baby is encouraged to talk if she hears the caregiver talk. It will develop her language ability.

- Sing while massaging and bathing.
- Get an older child to interact with the baby by talking or playing with her.

Active interaction with the baby helps her be more alert, active, and use her senses and mind.





At bed time and during nap times

Suggested actions and their importance:

- Always be with the baby when she falls asleep.

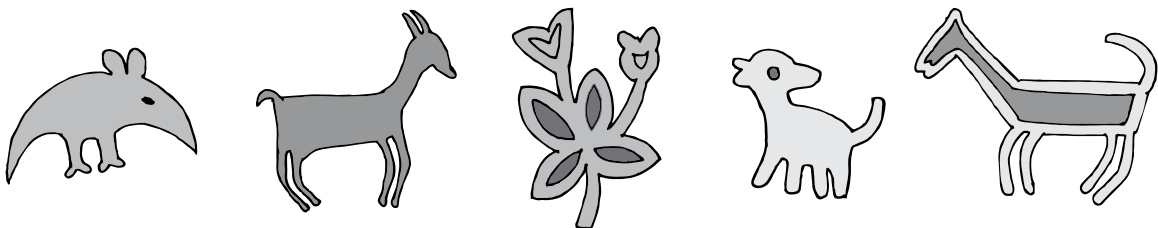
A caregiver's presence at bedtime helps the baby feel safe and protected.

- Sing her a lullaby.
- Caress the baby, stroke her head.
- Breastfeed her or hold her close.

Holding the baby close gives her the warmth of a caregiver's body, and makes her feel emotionally secure.

- Keep a sleeping baby in a place that is safe and warm.
- Use a mosquito net.

Using a mosquito net will guard against diseases like malaria, dengue etc.





When family members spend time with the baby

Suggested actions and their importance:

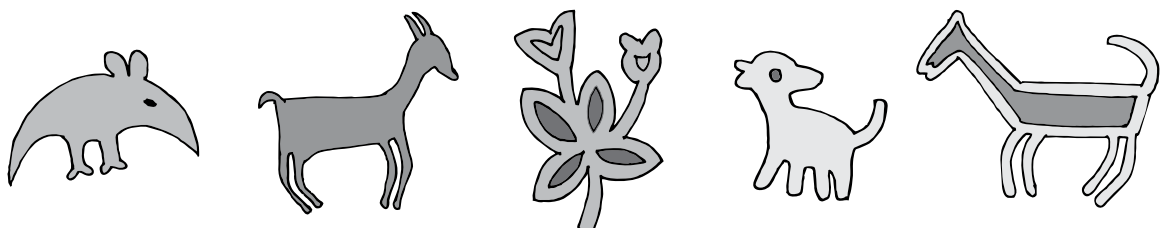
- Family and community members can interact with the baby :
 - talk and smile.
 - play with her.
 - hold her affectionately, look at her.
 - take her out and show her around.

The baby will start recognizing other family and community members.

It conveys that there are several caregivers she can depend upon.

It creates a trust that conveys “We want you”.

It helps the baby to understand the world around her.





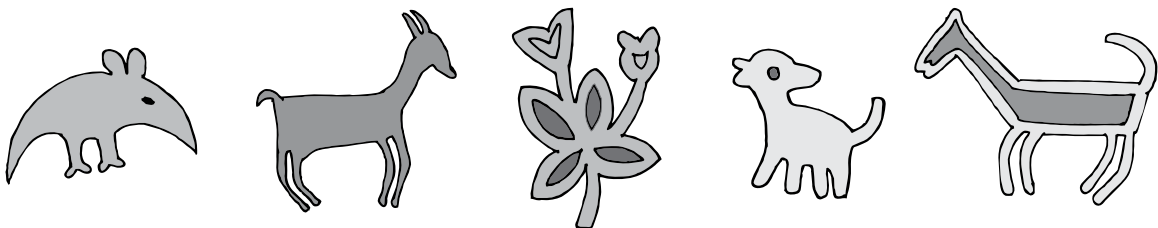
Interaction with the baby

Suggested actions and their importance:

- Give her your finger so that she tries to hold.
- Play 'bua-kuk' / 'jhau' / 'kuki' / 'peek-a-boo' with the baby.
- Make a sound with a rattle or bangles. She will turn towards the sound.
- Call out the baby's name, talk to her.
- When the baby makes sounds, talk to her as if answering.
- Imitate the sounds that the baby makes “da da” “ba ba”.

Interaction with the caregiver stimulates and satisfies the baby's curiosity.

The baby is listening to what you speak. The more we talk to the baby, the more language she hears and the more incentive she has to speak.





Baby's play

Suggested actions and their importance:

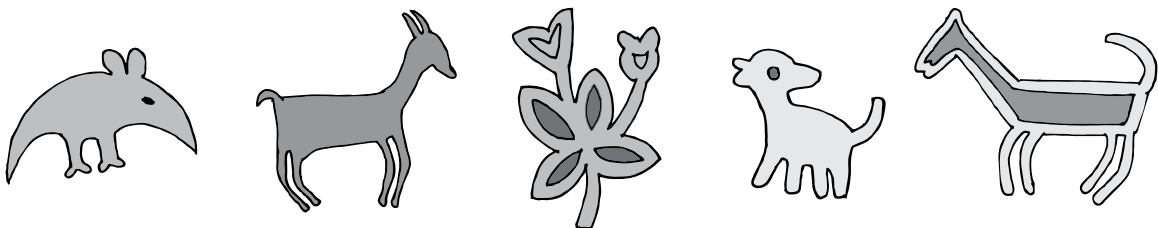
- Give the baby every-day items to play with.

Interaction with all these items is “food” for the brain to develop.

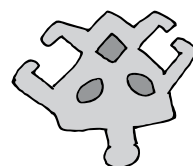
- Surround the baby with
 - colourful items like jhumar, dupatta, saree.
 - items with different textures – soft cloth, leaves, wood, vegetables.
 - items of different size and shape – box, bangle.
 - items that make a sound – local musical instrument/ rattle, spoon, bowl, plate.
 - all things/ people that move – trees in a breeze, pet animals, children playing.

When the child touches, hears, smells and looks at more things, she is learning.

Play is more than fun – by playing, the child learns the way things feel, how they move, what she can do with them etc.



**Enabling an environment of care for the
holistic development
of 7 – 12 month old children**



Developmental Characteristics of children

Age Group: 7 to 12 Months

What is the child like between 7 to 12 months of age?

Seeing and Hearing

- sees things close to him and at a distance
- follows moving objects
- can copy simple movements
- finds hidden objects by searching where they were last seen
- begins to form ideas of shape texture, size, etc.

Using his Body / Movement

- reaches out and picks up objects e.g. glass, toys, with both hands
- pushes and throws things
- holds, bites and chews food
- picks up small objects between his thumb and fore-finger, e.g. grain
- uses index finger to point
- crawls and pulls himself upright with support of wall or furniture
- begins to stand and walk with support
- offers arms and legs for getting dressed

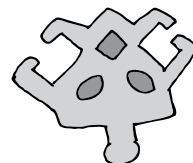
Communication

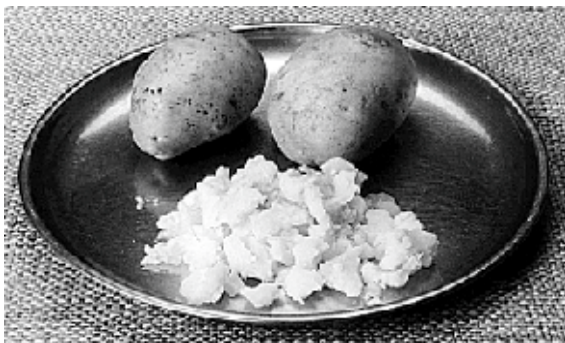
- babbles constantly and repetitively
- understands a few words and may speak a few words
- understands some simple commands such as 'no', 'come here'
- recognises familiar objects

Social Development

- can be distressed if mother or caregiver leaves
- may be afraid of strangers
- recognises his name

Mental Development at this stage is inextricably linked to the use of the 5 senses, to movement, communication and social development





Introducing food (1)

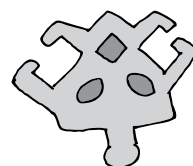
Suggested actions and their importance:

- In addition to breast milk slowly introduce the baby to food.
- Initially offer soft and semi-solid foods like soft local fruits, cooked and mashed local vegetables, mashed rice and pulses (dals), mashed 'khichdi'.
- Add a teaspoonful of oil to the baby's food.

Beyond 6 months breastmilk alone cannot sustain growth. Local vegetables, fruits, grains, pulses and oil provide the nutrients that are needed at this age by the baby to grow well and be healthy.

- Ensure that the food is covered and cooked fresh or reheated before feeding.
- Start with half a small bowl of food once a day.
- Increase the quantity and frequency based on your baby's demand. By 9 months or so a baby will be eating half a bowl of food 3-4 times a day, in addition to breastfeeding.
- Offer local foods rather than packaged food like biscuits.

Local foods offer many nutrients that packaged foods do not. These nutrients help build baby's immunity and health.





Introducing food (2)

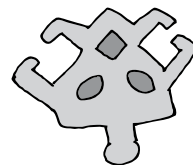
Suggested actions and their importance:

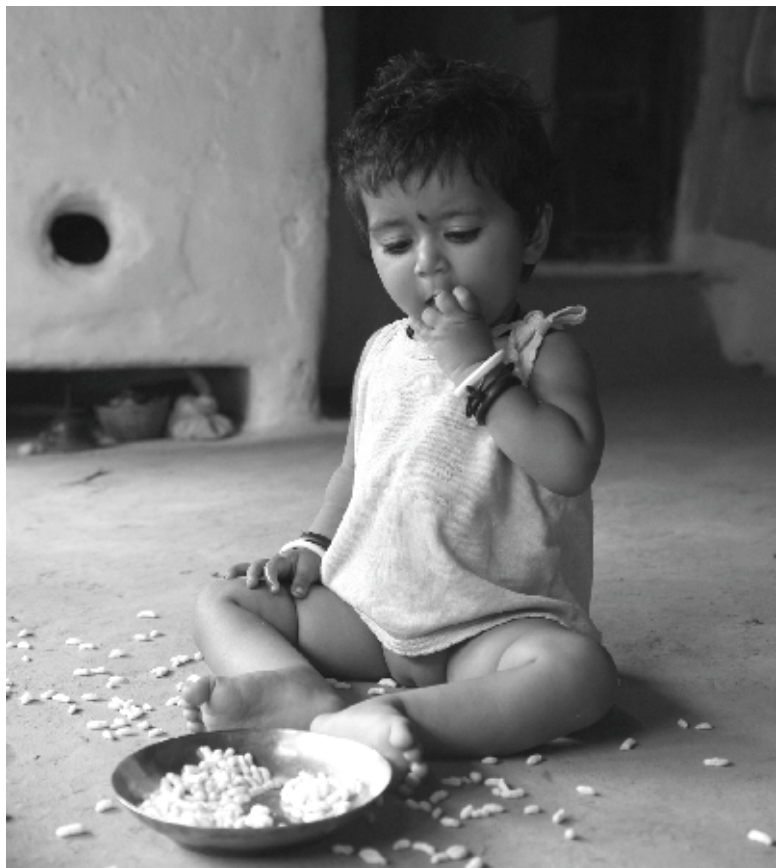
- The baby might spit out some food because she is getting used to eating new foods, new textures-tastes-smell. It does not necessarily mean that she doesn't like it.
- Allow her to hold food in her hand especially items like roti, banana, cucumber, carrot.

As the baby is exposed to many new tastes, smells and textures when she eats food, she is learning.

- Wash hands and use clean utensils before feeding a baby.

Clean hands and utensils helps reduce chances of infection and illness. It helps develop good hygiene habits.





Feeding

Suggested actions and their importance:

- Talk to the baby as you prepare her food. Talk about what you are doing, what she is going to eat, etc.

The baby is encouraged to talk if she hears the caregiver talk. She will learn new words.

- Feed her affectionately and with encouragement.

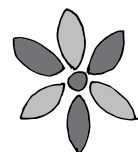
If feeding is an affectionate, enjoyable activity, the child will eat well.

- Smile and talk to the baby as you feed her. Tell her the names of the foods she is eating, what color they are, what it tastes like, etc.

Active interaction with the baby helps her be more alert, active, and use her senses and mind.

- Try to involve other family members in feeding the baby.
- Try to ensure that the baby eats at least one meal with other family members.

Eating with family members will get her in the habit of eating and interacting with others. She will also learn what to eat and how to eat from them.





Bathing

Suggested actions and their importance:

- Continue massaging the baby if possible.

Massaging not only improves blood circulation and helps the child's physical development, but touch also helps develop a bond with the caregiver.

- Sing to her and talk to her while massaging and bathing.

The baby is encouraged to talk if she hears the caregiver talk. It will develop her language ability.

- Let the child play with water, splash water, pour water on herself.

Pouring water on herself is teaching her self-help.

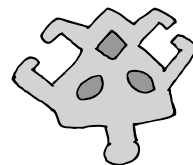
- Let her sit and play in a tub.

Water play is stimulating for a baby's senses and mind.

- Give the child a mug, a sieve, a bottle to play with.

Interacting with various things is "food" for her brain.

- Always be around the child when she is playing in water, so that she feels secure.





At bed time and during nap times

Suggested actions and their importance:

- Let some family member always be with the baby when she falls asleep.

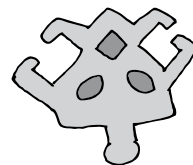
A caregiver's presence at bedtime helps the baby feel safe and protected.

- Chat with her before she falls asleep.
- Ask an older child to sing her a lullaby.
- Caress the baby, stroke her head.

A caregiver's voice and touch makes her feel emotionally secure.

- Keep a sleeping baby in a place that is safe and warm.
- Use a mosquito net.

Using a mosquito net will guard against diseases like malaria, dengue, etc.





When family members spend time with the baby

Suggested actions and their importance:

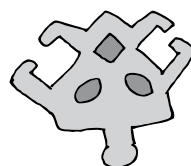
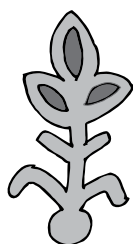
- Play 'bua-kuk' / 'jhau' / 'kuki' / 'peek-a-boo' with the baby.
- Clap or wave to the child. She will learn to clap and wave too.
- Show the child things in the immediate environment. Talk about these things.
- Take the baby outdoors. Point to various things and people.

It helps the baby to understand the world around her.

- Make the sounds of animals she sees. Encourage her to imitate.
- Sing to her, play the local musical instrument.

The baby will start recognizing other family and community members. It conveys that there are several caregivers she can depend upon.

Children learn by observing people and things around them.





Interaction with the baby

Suggested actions and their importance:

- Encourage the baby to crawl by keeping an attractive item in front of her and moving it slightly out of reach.
- Later encourage the baby to walk. Help her stand, hold her hand and call her forward, shower her with praise and affection when she takes a few steps.

Children learn when caregivers encourage.

- Encourage the child to address different family and community members by telling them who they are – 'ma', 'baba', 'dada', 'didi', etc.
- Call out the baby's name, talk to her.

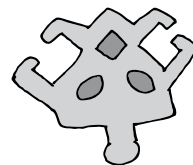
The baby is listening to what you speak. The more we talk to the baby, the more language she hears and the more incentive she has to speak.

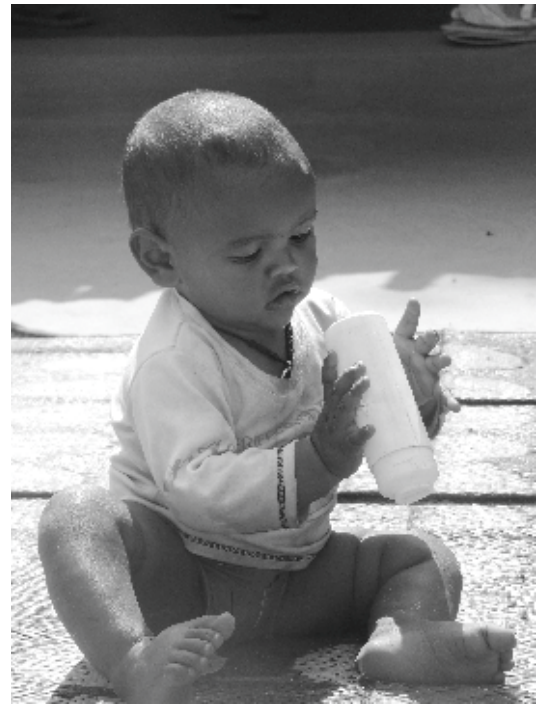
- Say simple words like 'dada', 'mama'. When the baby attempts to communicate, encourage her by smiling and conversing.

Interaction with the caregiver stimulates and satisfies the baby's curiosity.

- Pay attention to her cry. Determine her need and be responsive.

The baby will feel emotionally secure.





Play with every-day items

Suggested actions and their importance:

- Children make great toys of every-day items like vessels, clothes, vegetables. Encourage them, play with them.

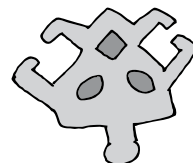
Interaction with all these things is “food” for the brain to develop.

- Offer a box of clean stones or a basket of vegetables.
- Name the items the baby is playing with, talk to her about them, about what she is doing.
- Let her see you hiding her play item close to her, and encourage her to find it.

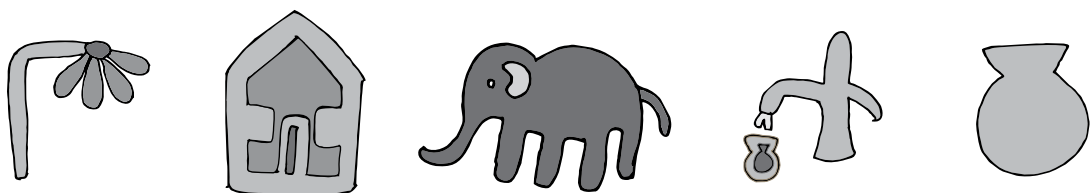
They learn through their senses – by seeing, hearing, touching, smelling and tasting.

Play is more than fun – by playing, the child learns the way things feel, how they move, what she can do with them, etc.

Children learn by trial and error. Provide lots of opportunities and a safe space to make errors.



Enabling an environment of care for the holistic development of 1 – 3 year old children



Developmental Characteristics of Children

Age Group: 1 to 3 years

What is the child like between 1 to 2 years of age?

Using her Body / Movement

- walks and runs
- jumps off low steps, trunks, etc.
- climbs up and down stairs without help
- pushes and pulls things
- cooperates while dressing & undressing
- eats with a spoon and with her fingers
- throws a ball
- plays with nesting toys
- holds a pen or chalk and scribbles
- pours water or sand

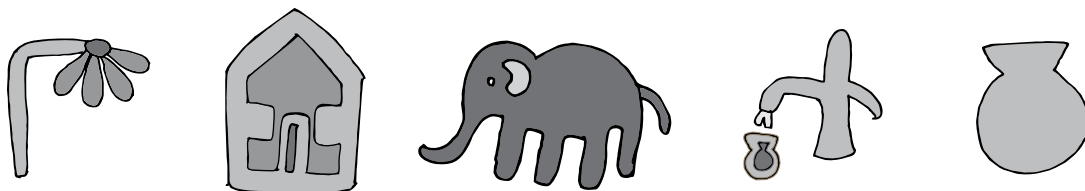
Social Development

- likes to be with children but plays alongside them
- begins to accept new people more easily

Communicating

- understands a number of simple words
- names parts of her body and familiar objects
- If she can't speak much, indicates her needs in other ways
- speaks two word combinations like “give water”
- understands what is said to her
- follows simple instructions

Mental Development at this stage continues to be inextricably linked to the use of the 5 senses, to movement, communication and social development



What is the child like between 2 to 3 years of age?

Using her Body / Movement

- runs, jumps and climbs
- hops briefly
- throws a ball with increasing skill and learns to catch
- feeds herself and learns to handle a plate and glass
- washes hands, feet and face independently by age 3
- handles scissors suitable for her age to cut paper strips

Communicating

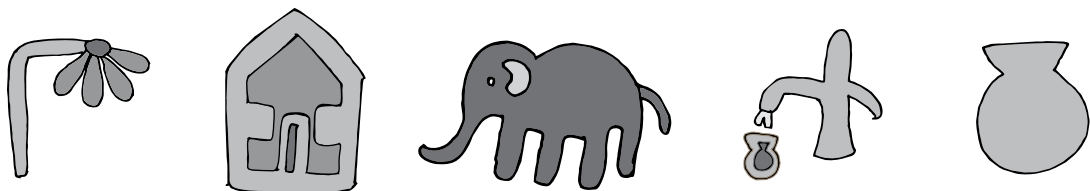
- adds new words to her vocabulary rapidly
- asks questions, puts sentences together
- follows simple instructions

Social Development

- learns to greet people
- enjoys playing with other children, but also plays alongside them
- starts learning to share
- pretends while playing

Mental Development

- acts and pretends while playing
- identifies pictures of familiar things
- understands simple cause and effect, e.g. 'If I kick a ball, it moves'
- Begins to use symbols, e.g. 'This wrapper means soap inside'





Feeding (1)

Suggested actions and their importance:

- Encourage the child to eat family food – a two year old eats approximately half the amount of food an adult eats, but might eat smaller portions at shorter intervals.

The child requires nourishment to grow physically and learn. An undernourished child cannot develop to her/ his full potential.

- Ensure that the family food and the child's food includes local produce – vegetables, particularly green leafy vegetables, grains and pulses, fruits and dairy/eggs/meat.

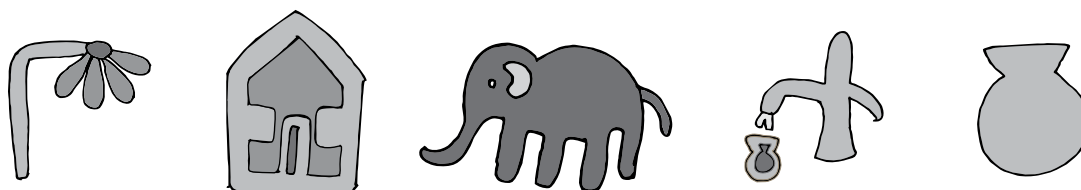
Local vegetables, fruits, grains, pulses and oil provide the nutrients that are needed at this age by the baby to grow well and be healthy.

- Add a teaspoonful of oil to the child's food.
- Give the child items made from the THR available in the Anganwadi.
- Continue breastfeeding.
- Wash your and the child's hands, and use clean utensils before cooking and eating.

Clean hands and utensils helps reduce chances of infection and illness. It helps develop good hygiene habits.

- Ensure that the food is covered and cooked fresh or reheated before feeding.
- Offer local foods rather than packaged food like biscuits.

Local foods offer many nutrients that packaged foods do not. These nutrients help build baby's immunity and health.





Feeding (2)

Suggested actions and their importance:

- Talk to the child as you prepare her food. Talk about what you are doing, what she is going to eat, count the number of rotis you are making.
- Encourage the child to eat by herself. Do not reprimand her for dropping food – involve her in clearing after eating.

Feeding herself helps her learn self-help. It also gets her to touch and pick up foods of various textures, and learn by using her senses.

- Sit with the child while she eats. Talk about the taste of things she is eating.
- Encourage her to name the foods she eats regularly.

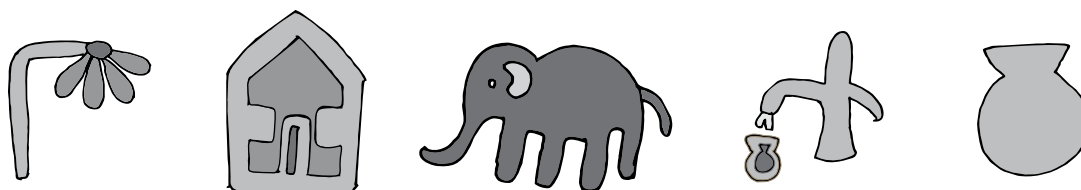
Being around the caregivers, talking to them helps her learn new words and concepts.

- Try to ensure that the child eats as many meals as possible with other family members.

Eating with family members will get her in the habit of eating and interacting with others. She will also learn what to eat and how to eat from them.

- Remind the child to wash her hands and rinse her mouth after eating.

Washing her hands and rinsing her mouth after every meal, will help develop good hygiene habits that will keep illness away.





Feeding (3)

Suggested actions and their importance:

- As the child gets older, involve him in preparing food. Let him help you in peeling, washing, pounding, cleaning, etc. according to his ability.
- Encourage the child to set out plates, bowls for family members at each meal. Help him count how many he needs to set out.

Helping a caregiver makes a child feel wanted and confident. It is also a fun way to learn many skills—peeling, washing, pounding, holding, balancing, counting, etc.

- Encourage the child to eat on his own. Show him how to break pieces of roti, how to gather a morsel of rice.

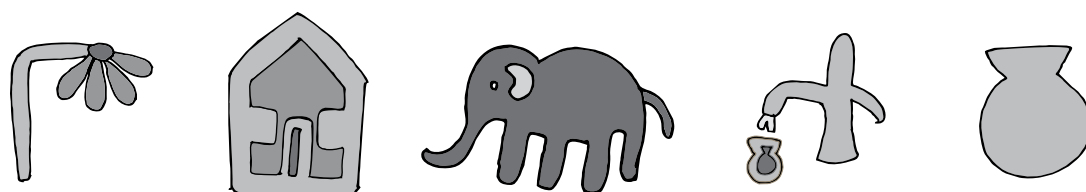
Feeding herself helps her learn self-help.

- Teach him how to ask for more.
- Sit with him while he eats. Chat with him about the happenings of the day.

Being around the caregivers, talking to them helps her learn new words and concepts.

- Encourage the child to serve and share food.

Serving and sharing helps her build connections.





Bathing (1)

Suggested actions and their importance:

- Teach her to soap herself. Let her pour water on herself.

Learning to soap, pouring water on herself is teaching her self-help.

- Teach her the names of various body parts – e.g. “Apply soap to your feet now”.
- Talk to her while bathing – “Is the water hot?” “What are you going to do after bathing?”

The child is encouraged to talk if she hears the caregiver talk. It will develop her language ability.

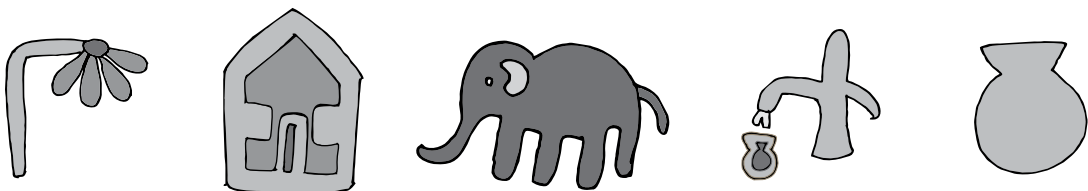
- Give the child a mug, a sieve, a bottle to play with.

Interacting with various things is “food” for her brain.

- Let her play in water. Show her how things float or sink.

Water play is stimulating for a child's senses and mind.

- Always be around the child when she is playing in water, so that she feels secure.





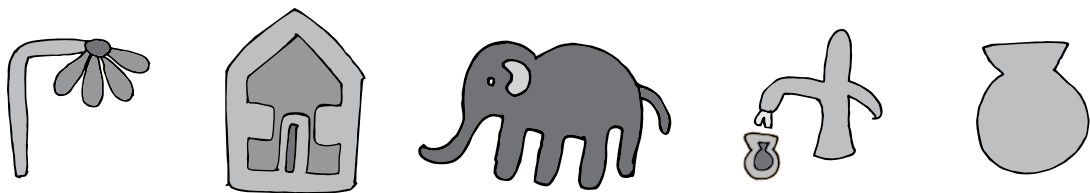
Bathing (2)

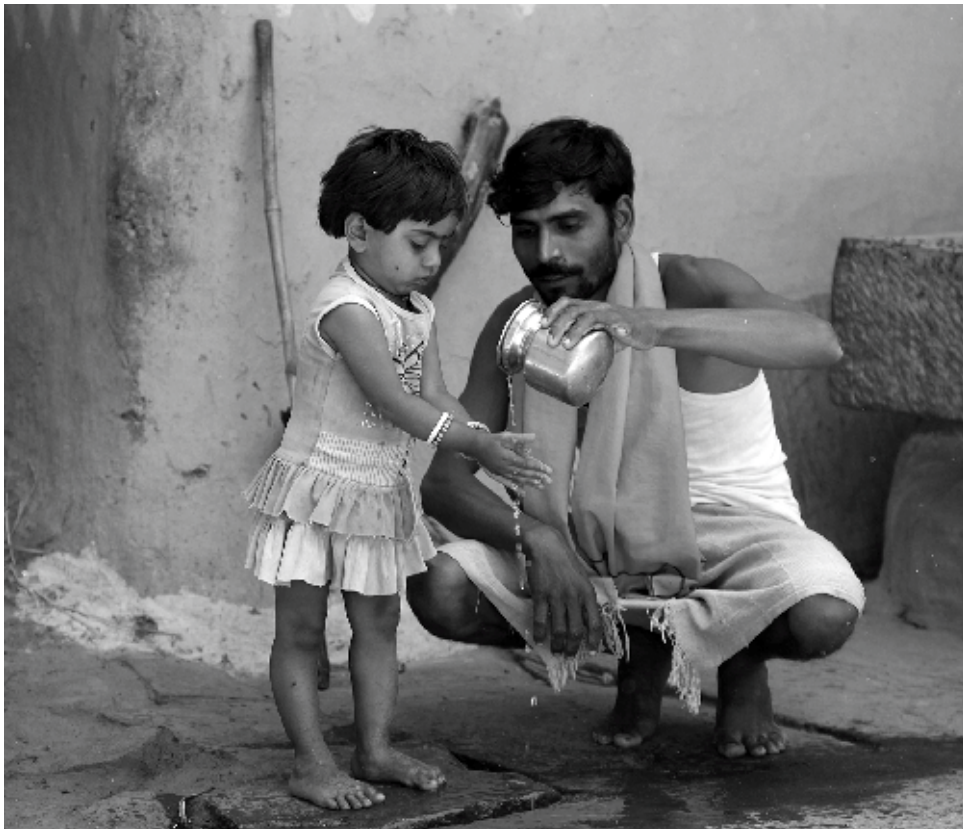
Suggested actions and their importance:

- Let her bathe on her own. She will take longer, but will gradually learn to do it well.
- Let her wipe herself.
- Encourage her to take off and put on her own clothes, helping where necessary.
- Tell her the names of the different clothes she is wearing, their colors.
- Show her how to comb her own hair.
- Appreciate her efforts.

The child is encouraged to talk if she hears the caregiver talk. It will develop her language ability.

Bathing on her own, taking off and putting on clothes, combing, will soon make her independent and confident.





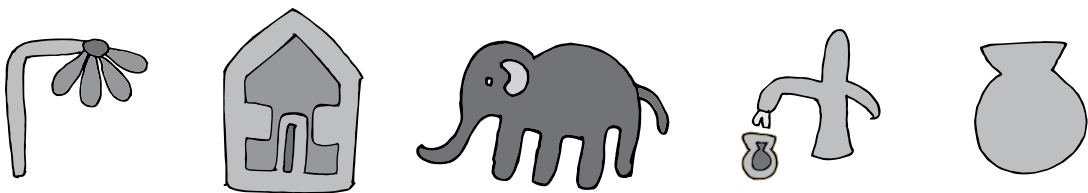
Hygiene practices

Suggested actions and their importance:

- Teach the child how to keep himself/herself clean at different times
 - brushing teeth.
 - washing hands with soap after using the toilet.
 - washing hands before and after having food.
 - rinsing mouth after meals or eating sweets.
 - cutting nails.

When the child does any of these, appreciate her.

The child will learn good habits.





At bed time

Suggested actions and their importance:

- If the child sleeps on a cot encourage her to climb into it herself.
- Show her how to climb down from a cot safely.

Climbing up and down a cot safely will help her develop independence and confidence.

- Lie down next to her.

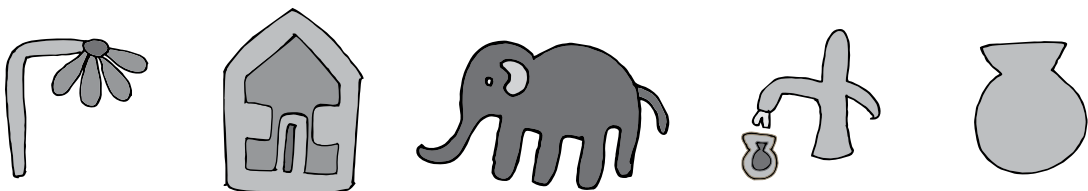
A caregiver's presence at bedtime helps the baby feel safe and protected.

- Chat with her before she falls asleep – about the day, about who else is sleeping e.g. family members, different animals and birds, friends and neighbours.
- Tell her a story, read to her, sing to her.

A caregiver's voice and touch makes her feel emotionally secure.

- Get the child to help you make and clear the bed every day.
- Together get the mattress, pillows, blankets, etc.
- Show her how to fold her sheet or blanket and where to keep it.
- Teach her to cover herself with a sheet or blanket when required.
- Appreciate her efforts.

Learning all of the above encourages her independence and confidence.





When family members spend time with the child

Suggested actions and their importance:

- Talk to the child. Ask relevant questions. Listen when the child is talking.

Caregivers attention makes her feel wanted and secure.

- Take the child to visit relatives, the market. Talk about her relatives, the market, name of the place they are going to, how they plan to travel. Encourage her to interact with different people. Teach her to greet them, say bye, etc.
- Take her for short walks, pointing and naming things, asking her about them.

Taking her for short walks/ to the market/ to relatives homes, helps her understand the world around her— she learns to interact with others, she learns new words and concepts.

- Tell her stories, with lots of expressive language – sounds, actions, such that the child can envision it.

Children like stories about people, places etc. which are similar to their own experience, which have the child himself as a character, has animals, etc.

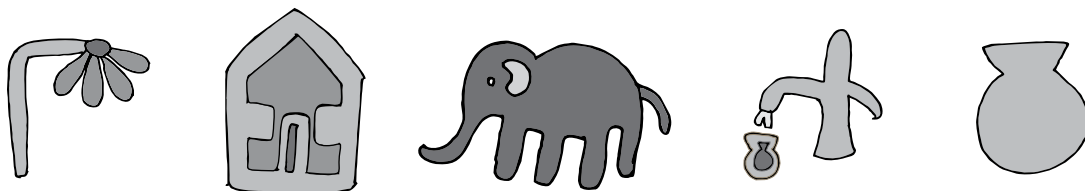
When we tell stories, children's imaginations are stimulated, they learn new words, understand events and their sequence.

- Listen if she tells you stories. Encourage by asking questions like “what happens next?”

Listening to the child helps her feel “heard”.

- Sing to her, play the local musical instrument.

Music is an enjoyable way of developing a sense of rhythm and pattern. It also helps develop a keen sense of “listening”.





Play

Suggested actions and their importance:

- Give the child empty plastic boxes or bottles with lids. Show them how to remove and replace lids.

Children learn by trial and error. Provide lots of opportunities and a safe space to make errors.

- If there is sand or mud near the house. Let her play in it.
- Give the child a basket of vegetables to play. Let them empty-fill it, arrange the vegetables in a line or pattern, etc.

Play is more than fun – by playing, the child learns the way things feel, how they move, what she can do with them, etc.

- Give a lock and keys to the child.

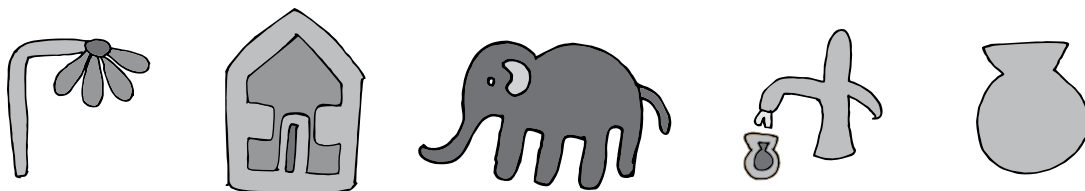
Interaction with all these things is “food” for the brain to develop. They learn through their senses – by seeing, hearing, touching, smelling and tasting.

- Play jumping games with the child - Encourage a child to jump from a low step, stone or stool.

Playing jumping games helps her develop strength and agility. She enjoys it at this age.

- Encourage her to play with other children in the neighborhood. Encourage her to share her toys. Talk to her about her friends, their names, where they live, etc.

Playing with other children helps her develop relationships, a sense of community and belongingness.





Interaction

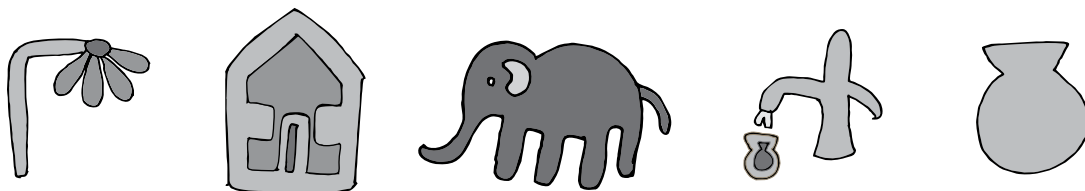
Suggested actions and their importance:

- Talk to the child. Ask relevant questions. Listen when she talks. Encourage her curiosity.

Interaction with the caregiver stimulates and satisfies the child's curiosity. It helps develop the child's language ability.

- Make sounds of animals. Ask your child to imitate the sounds and talk about the animals.
- Encourage if your child sings. Join in, dance together.
- Give a child various objects like leaves, sticks, seeds and pebbles to play with.
- Play local running, chasing and jumping games with her.
- Show her a picture book. Point out things and ask the child about them. Tell her if she doesn't know.

A child may not respond to your interaction the very first time. When different caregivers repeat it at different times, she learns to enjoy it and thinks of more things to do herself.



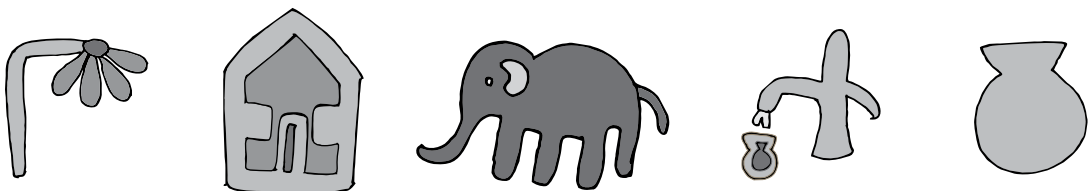


Encourage responsibility

Suggested actions and their importance:

- Allow and encourage children to help with work such as:
 - getting a glass of water.
 - putting vegetables away.
 - putting washed vessels in their place.
 - washing clothes.
 - sorting clothes.
 - tidying, cleaning the house and/ or around the house.
- If they make a mistake correct them gently. Do not yell, hit or label.

Children of this age love to help and imitate caregivers. This helps them learn many self-help skills. It makes them independent and confident.



Enabling an environment of care for the holistic development of 3 – 6 year old children



Developmental Characteristics of Children

Age Group: 3 to 4 years

What is the child like between 3 to 4 years of age?

Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting, shows concern for crying friend
- Takes turns in games
- Shows a wide range of emotions
- Dresses and undresses self

Language/Communication

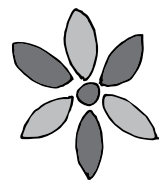
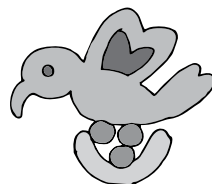
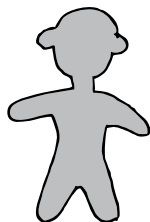
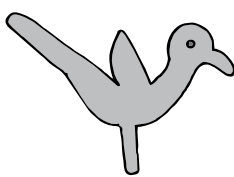
- Follows instructions with 3 or 4 steps
- Can name most familiar things
- Understand words like **in**, **on**, and **under**
- Says first name, age and gender
- Names a friend

Cognitive (learning, thinking, problem-solving)

- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Screws and unscrews bottle lids
- Copies a circle with pencils or crayon

Movement/Physical Development

- Climbs well
- Runs easily
- Walks up and down steps, one foot on each step



Developmental Characteristics of Children

Age Group: 4 to 5 years

What is the child like between 4 to 5 years of age?

Social/Emotional

- Enjoys doing new things
- Plays “Mom” and “Dad”
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

Language/Communication

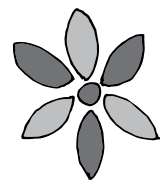
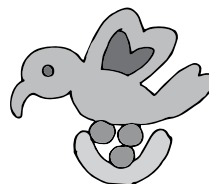
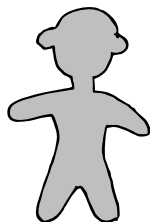
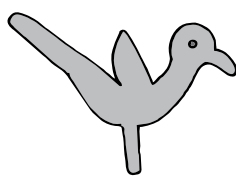
- Knows some basic rules of grammar, such as correctly using “he” and “she”
- Sings a song or says a poem from memory.
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of “same” and “different”
- Draws a person with 2 to 4 body parts
- Starts to copy some capital letters
- Plays board games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Uses scissors
- Hops and stands on one foot up to 2 seconds



Developmental Characteristics of Children

Age Group: 5 to 6 years

What is the child like between 5 to 6 years of age?

Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly or tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Can use the toilet on her own
- Swings and climbs





At Mealtime

Suggested actions and their importance:

- Ask the child to wash her hands before and after having food.

The child will learn good hygiene habits.

- Let the child eat in a separate plate by himself/herself.

The child will learn to be independent.

- Offer the child wholesome nutritious foods.
- Talk to the child while eating. Ask the child several questions, such as
 - What is there for lunch/ dinner today?
 - What colour is the vegetable?
 - How will you cool off hot food?
 - What will you eat for dinner?

Asking different kinds of questions will boost her thinking capacity. The child will learn new words and develop her language.

- Tell the child stories while feeding her.
- Let the child eat along with other members of the family.
- Ask the child to do small tasks like:
 - Counting members of the family and setting up that many plates and glasses.
 - Filling the glasses with water.
 - Helping serve food.

The child will learn to count and estimate, which will help her in mathematics.

Children of this age love to help caregivers. This helps them learn many self-help skills. It makes them independent and confident.

- If the child refuses to eat,
 - Do not force the child, feed her affectionately.
 - Feed her playfully.
 - Take her out and feed her while showing things around.

If feeding is an affectionate, enjoyable activity, the child will eat well.





At Bathing Time

Suggested actions and their importance:

- Be near the child when she is bathing.
- Let her play in the water for some time, if she wants to.

The child will enjoy bathing.

- Let the child apply soap and pour water on her own.
- Let the child put on clothes on her own.

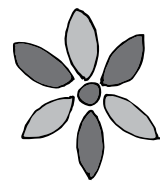
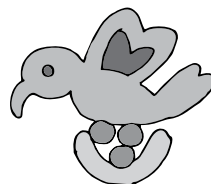
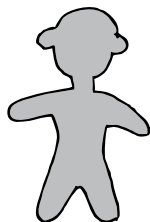
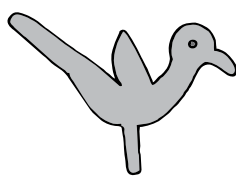
The child will learn to be independent.

- Talk to the child. Ask her several questions, such as:
 - Is the water hot or cold?
 - How will we make hot water cold?
 - What part of your body are you applying soap on right now?
 - What clothes will you wear today?
 - What is the colour of your clothes today?
 - What are you going to do after bath?
 - What will you eat for lunch?

Asking different kinds of questions will develop her language and build her thinking capacity.

It will boost the child's confidence to choose what to eat and what to wear by himself/ herself.

The child will learn different concepts like: colour, hot and cold.





At Bedtime

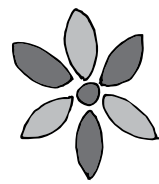
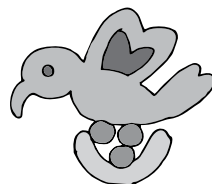
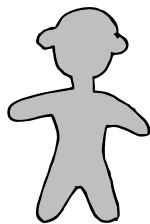
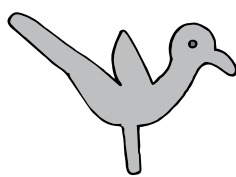
Suggested actions and their importance:

- Get the child to help you make the bed.
- Tell the child different kinds of stories.
- Listen if your child wants to tell you a story or narrate an incident.
- Chat with her. Ask the child questions, for example:
 - How did you like the story? Who all were there in the story?
 - What did you do in the Anganwadi today?
 - What did you play with your friends?
 - What will you eat for breakfast tomorrow?

The child will feel loved and safe.

The child will learn new words and develop her language.

The bond between the caregiver and the child will grow.





When family members spend time with the child or when the mother is free (1)

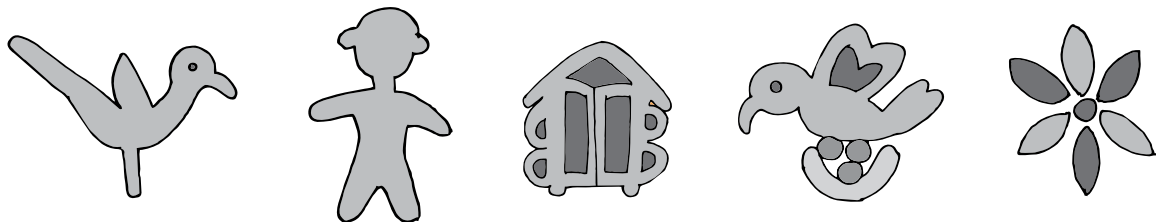
Suggested actions and their importance:

- Ask the child to separate things, such as:
 - Potatoes and tomatoes.
 - Sticks and pebbles.
 - Red clothes and yellow clothes.
 - Round bangles and square boxes.
- When the child can easily do the above, ask the child to separate things based on use, such as:
 - Clothes of grownups and clothes of children.
 - Utensils for food and utensils for beverages.
- Ask questions while the child is separating, such as:
 - “What is this?” “This is a tomato.”
 - “What colour is the tomato? What other things are red in colour? What all is made from tomatoes?”
 - “What shape is the bangle? What other things are round shaped?”
 - When the child makes a mistake, do not give her the right answer immediately nor scold her. Allow her plenty of time to think. Give her a chance to recognize her own mistake.
 - Give her clues that guide her to the answer: “The thing that you and your brother play with- is that round? What is it?”

The child learns to classify, to recognize characteristics.

The child will learn about various things and the scope of her thoughts will widen.

The child will learn new words and develop her language.





When family members spend time with the child or when the mother is free Using the Senses (2)

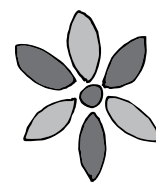
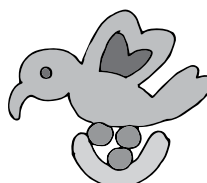
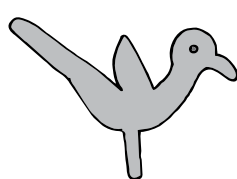
Suggested actions and their importance:

- Identify by Smelling: Ask the child to close her eyes and play a game of identifying different things from the smell, such as garlic, lemon, soap, powder.
- Identify by Tasting: Ask the child to close her eyes and identify different things by tasting them, such as salt, sugar, lemon, pickle.
- Identify by Touching: Ask the child to close her eyes and identify different things by touching them, such as cotton, ice, pencil, spectacles, etc.
- Ask questions when doing all of the above, for example
 - “What did you just smell/ taste/ touch?”
 - “What are lemons used for?” “What is ginger used for?”
 - What happens if we add sugar?
 - What does a lemon taste like? What does sugar taste like?
 - The thing that you just touched- was it soft or hard?

The different senses of the child will strengthen.

The child will think in depth about the objects of daily use.

The child will learn new words and develop her language.





When family members spend time with the child or when the mother is free (3)

Suggested actions and their importance:

- Make a pattern using two objects and ask the child to copy the same. E.g.: Place a matchstick; then place a stone, again a matchstick and a stone.
- Once the child is able to copy a pattern, ask the child to continue a pattern made using the two objects. This game can also be played with flowers and leaves/ potatoes and tomatoes.
- You can also ask the child to replicate the pattern from memory.
- Ask questions that prompt the child to think, such as :
 - Where did we get the matchbox from? Who brought it? What do we use the matchbox for? What colour is the flower? What colour is the leaf? What else is green in colour?
 - When the child makes a mistake, do not give her the right answer immediately nor scold her. Allow her plenty of time to think.
 - Give her a chance to recognize her own mistake, e.g.: “What will you place after the matchstick? Watch carefully; what have I placed after the matchstick?”
 - Give her clues that guide her to the answer: “After this, we shall place what is used to make chutney. What is that thing?”

The child will understand the concept of before and after.

Soon the child will learn to see patterns in daily life; for example, the days of week/ seasons.

It will help the child in learning mathematics in the future.

Talking about different things will develop the child's language.





When family members spend time with the child or when the mother is free (4)

Suggested actions and their importance:

- Ask the child to arrange 3 objects in a sequence from small to large size, for example small and large leaves, bowls, glasses.
- When the child is able to do it with 3 objects ask the child to neatly place 5 objects from small to large or from large to small size, for example, small and large leaves, bowls, glasses.
- Ask questions while playing, such as :
 - “What is this?” “This is a leaf.”
 - What colour is the leaf? What else is green in colour?
 - What is the smallest in size? What is the largest in size? What is slightly larger than this?
 - When the child makes a mistake, do not give her the right answer immediately nor scold her. Allow her plenty of time to think.
 - Give her a chance to recognize her own mistake, e.g.: “Think again. Watch carefully.”
 - Give her clues that guide her to the answer: “Watch carefully, which one is bigger out of these two?”

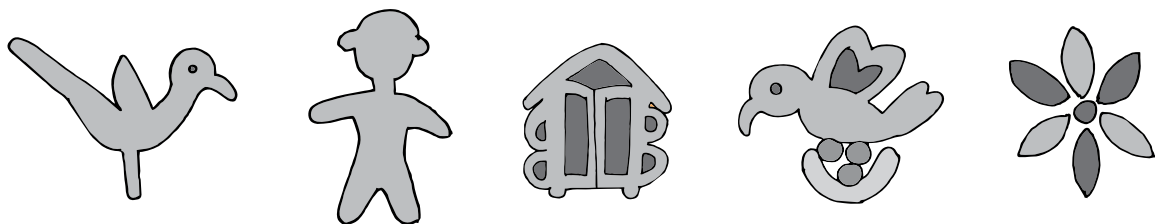
The child will understand the concepts of small/ large, before/ after.

The reasoning skills of the child will grow. It will boost the child's confidence.

The child will learn to arrange events in a sequence: For example, which event was followed by what in a story, winter after summer etc.

It will help the child in learning mathematics in the future.

Talking about different things will develop the child's language.





When family members spend time with the child or when the mother is free (5)

Suggested actions and their importance:

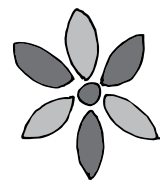
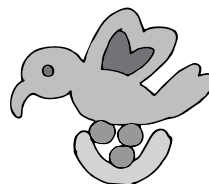
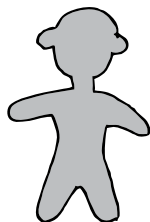
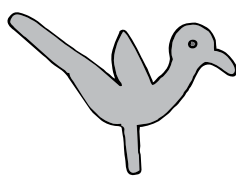
- Ask the child questions that have multiple possible answers and that make her think, such as :
 - How will you dry wet clothes?
 - What will you do if it rains while you return from the Anganwadi?
 - When it is raining, what does father take with him while going out?
 - What does your brother wear?
 - How will you go out in the Sun?

The child will learn to think in depth about various kinds of things.

The confidence/ self-reliance of the child will increase.

The child will learn to express her thoughts well.

The child will be prepared to solve problems in different ways.





When family members spend time with the child or when the mother is free (6)

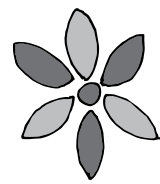
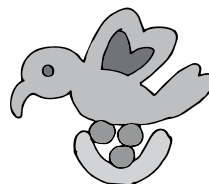
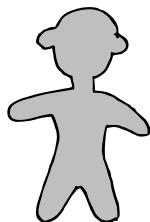
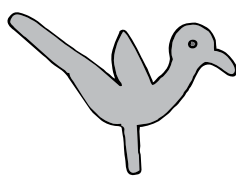
Suggested actions and their importance:

- Ask the child to group objects based on one feature, such as pairs of shoes, earrings, clothes, etc.
- When the child is able to do so, ask the child to group objects based on two features, such as: Large red/ green boxes and small red/ green boxes.
- Ask questions while playing, such as:
 - “What is this?” “This is an earring”.
 - Ask the child various questions that make her think: Who wears earrings? What else does the mother wear? Whose clothes are these? What colour are the clothes?
 - When the child makes a mistake, do not give her the right answer immediately nor scold her. Allow her plenty of time to think.
 - Give her a chance to recognize her own mistake, e.g.: “Watch carefully, bring the other shoe from this pair. Watch carefully, where are the small red boxes kept?”

The reasoning skills of the child will grow.

The child will think in depth about the objects and her thinking capacity will get a great boost.

Talking about different things will develop the child's language.





When family members spend time with the child or when the mother is free (7)

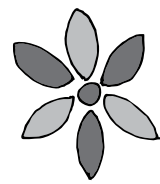
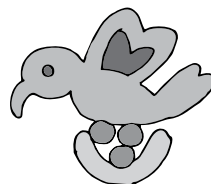
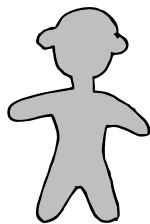
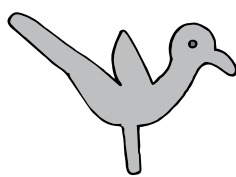
Suggested actions and their importance:

- Encourage the child to listen to the sounds of things in the surrounding environment and identify them.
- Imitate the sounds of things in the surrounding environment; e.g., a dog, a cat, a train. Ask the child to identify the sound.
- Ask the child to make the sounds of different things; e.g., a dog, a cat, the bicycle bell.
- Ask questions while playing, such as:
 - What makes the sound 'Chook-Chook'?
 - Where had you gone by train?
 - Who comes by train? Where do they come from?
 - What sound does a dog make?

The observational skills of the child will improve.

The child will begin to think in depth about the things in the environment.

Talking and hearing about different things will develop the child's language.





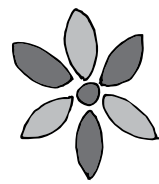
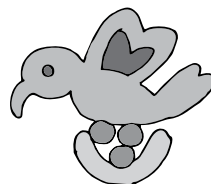
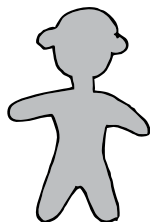
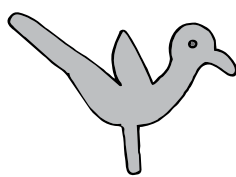
When family members spend time with the child or when the mother is free (8)

Suggested actions and their importance:

- Ask the child to solve a 3-piece puzzle.
- When she is able to solve a 3-piece one, ask the child to solve a 5-piece puzzle.
- Ask questions, such as:
 - What will you make if you join this?
 - Where does the kite fly?
 - What colour is the kite?
 - Watch carefully, where will you put this piece? Is it making a straight line?

The child will begin to learn to solve problems.

Talking and hearing about different things will develop the child's language.





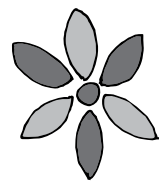
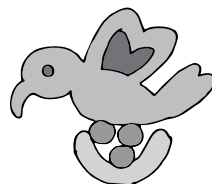
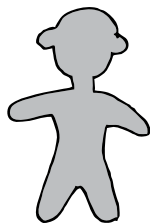
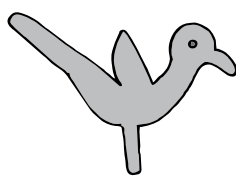
**When family members spend time with the child
or when the mother is free (9)**

Suggested actions and their importance:

- Teach the child songs or poems, or encourage her to recite poems taught in the Anganwadi.
- Talk to her about it :
 - Let us sing a poem today.
 - What poem did you learn in the Anganwadi?
 - Can you recite the poem for me?

The child has fun, feels heard, develops confidence.

The child will develop her language skills.





When family members spend time with the child or when the mother is free (10)

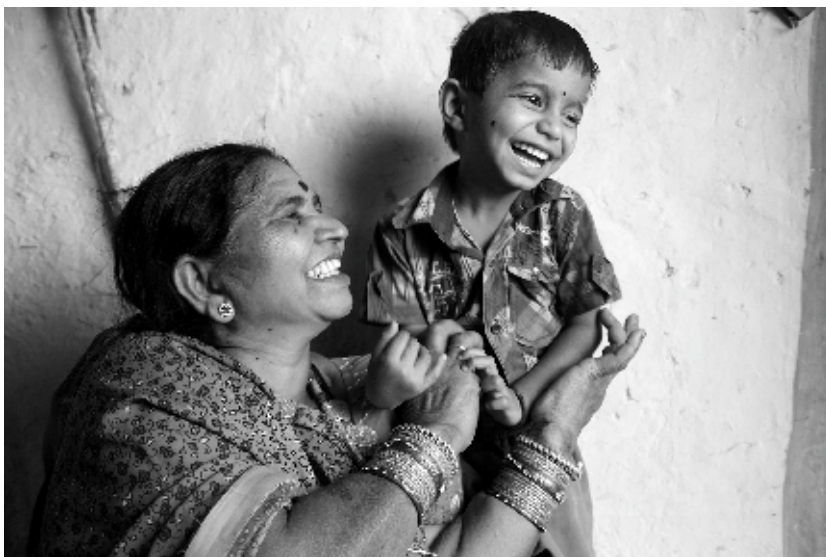
Suggested actions and their importance:

- Show the child a concrete/solid object and ask her its name; for example, bottle, key, bowl, mango.
- Play a game of identifying the first sound of these words. For example, the first sound of 'key' is '/k/'.
- If the child is unable to identify, give her a clue by stressing the first sound.
- Play a game of making different words beginning from the identified sound. In the game, you say a word and ask the child to say another.
- Ask the names of different objects in the house or in the environment and tell the child to identify the first sounds of the same.
- When the child learns to do this well, you can also play a game with her of identifying the last sounds of different words.
- Ask questions while playing, for example:
 - What is the first sound of 'key'? What do we do with a key?
 - What is the first sound of 'mango'? What is another word starting with '/m/'.
 - See, the first sound of 'mango' is '/m/'. What else begins with '/m/'?

The child will be prepared to read and write.

Talking about different things will develop the child's language.





When family members spend time with the child or when the mother is free (11)

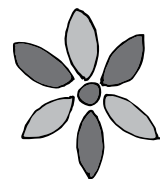
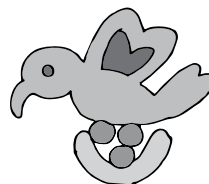
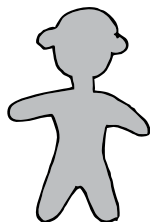
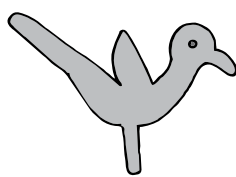
Suggested actions and their importance:

- Tell the child different stories at mealtimes, at bedtime or in your free time.
- Ask her questions about the stories.
 - Who all were there in the story?
 - In the story, what did the cat do when it got scared? What do you do when you get scared?
- Ask the child to tell the story on her own.

The child learns to concentrate and listen.

Her imagination is encouraged.

The child will learn new words, will learn to speak well which helps build her confidence.





When family members spend time with the child or when the mother is free (12)

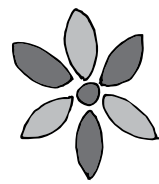
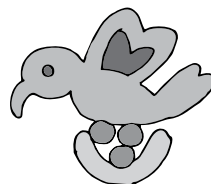
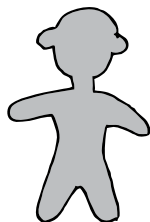
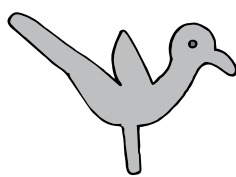
Suggested actions and their importance:

- Show a Picture Book. Talk about the pictures, such as :
 - Look at this, what is it?
 - Where else do you see this?
 - What are they doing?
 - See, this is a cow. What colour is it? What does a cow eat?
 - Show the child pictures from the book and ask her questions that give her plenty of chance to talk.

The child will grow fond of books.

The child will learn new words, concepts and develop her language and thinking.

The child's imagination is encouraged.





When family members spend time with the child or when the mother is free (13)

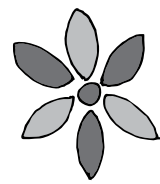
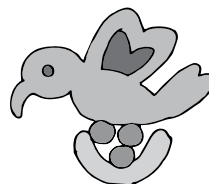
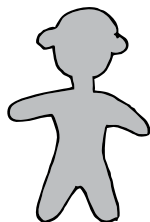
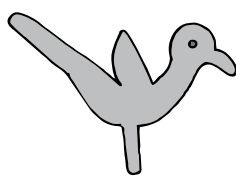
Suggested actions and their importance:

- Encourage the child to scribble with sticks in mud, chalks, pencils, pens or colours.
- Give the child a piece of paper and ask her to tear it and make small balls.
- Encourage the child to peel garlic, peas or eggs.
- Encourage the child to make different things out of mud/clay.
- Draw various pictures and encourage the child to fill colours in the picture.
- Ask the child to draw something on her own.
- Talk to the child:
 - See, I have drawn a mango. Do you want to colour it? Do you want to draw a mango? What else do you want to draw?
 - What all is made from a mango? What colour is the mango? When do we get mangoes? How can you pluck a mango from the tree?
 - Discuss the child's drawing: "What have you drawn? What are these people doing? What will they do after playing?"

Child's fingers and grip will strengthen. The child will improve her hand-eye coordination.

The child's imagination will be encouraged.

The child will have fun and learn.



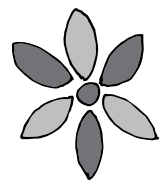
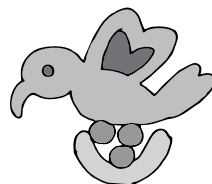
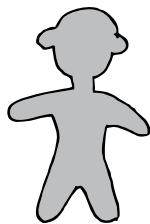
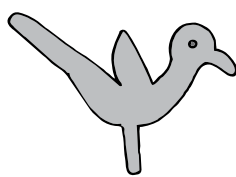


When family members spend time with the child or when the mother is free (14)

Suggested actions and their importance:

- Play different games with the child.
- Play games involving running, climbing, jumping, hopping, swinging and sliding.
- Let the child play different games with a ball; for example, catching, throwing, cricket, kicking.
- Offer the child plenty of encouragement while playing.
- Talk to the child when playing :
 - Come on, catch me.
 - Jump ahead once, jump behind once.
 - Throw the ball high up.
 - Throw the ball to me.

Such play helps build physical strength. The child has fun.





When family members spend time with the child or when the mother is free (15)

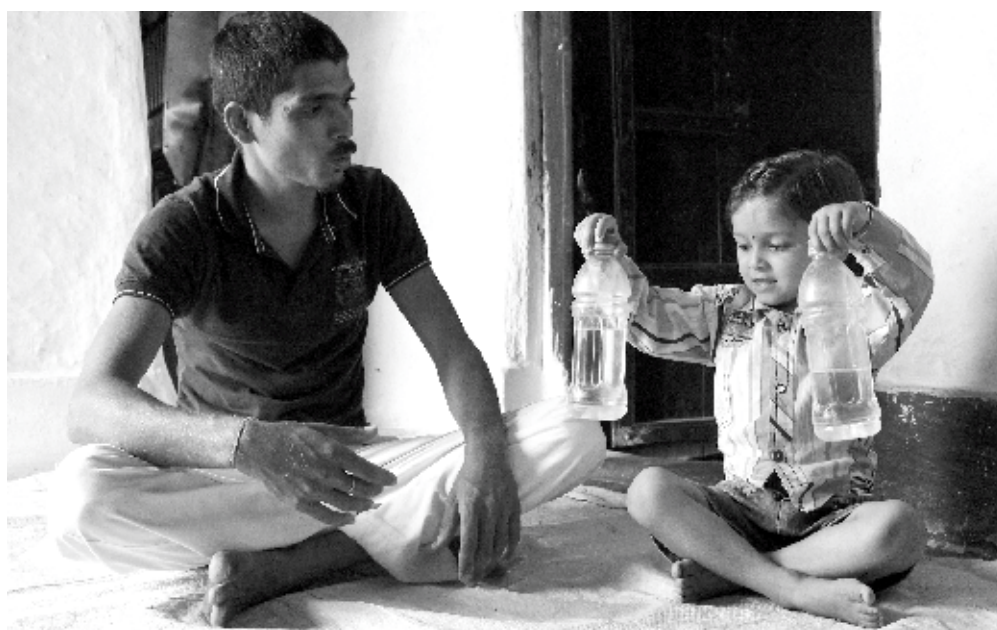
Suggested actions and their importance:

- Encourage the child to identify less and more between two things; for example: Which bowl has more potatoes? Which bowl has fewer?
- This activity can be done with other things too, such as stones, boxes, sticks, leaves.
- When the child is able to identify less and more between two things, ask the child to identify less and more among three things, for example: Which bowl has the most number of potatoes? Which bowl has the fewest? Which bowl has fewer potatoes than this one?
- Further, encourage the child to turn less into more and more into less, for example:
 - Turn the bowl containing less rice into a bowl containing more rice.
 - Turn the glass containing less water into a glass containing more water.
 - Talk to the child when doing the above, for example:
 - What is this?
 - Which glass has more water?
 - Which bowl has more tomatoes? What do we make from tomatoes?
 - Let us now pour water from one bowl to another. Which one has more water now?
 - What did you do to make this more than the other? You added more potatoes.
 - What did you do to make this less than the other? You poured water out.

The child will understand the concepts of less and more.

The child will be prepared to do addition-subtraction in school.





When family members spend time with the child or when the mother is free (16)

Suggested actions and their importance:

- Ask the child to identify light and heavy between two things; for example: Which rice bowl is heavier? Which rice bowl is lighter?
- This activity can be done with other things too, such as stones, bottle, bags.
- Ask the child to identify light and heavy among three things; for example: Which bowl is the heaviest? Which bowl is the lightest? Which one is slightly lighter than this?
- Ask the child to turn light into heavy and heavy into light; for example:
 - Turn a lighter rice bowl into a heavier rice bowl.
 - Turn the lighter glass of water into a heavier glass of water.
- Ask questions during these activities, such as :
 - What is this?
 - Which bowl is heavy?
 - Which bottle has more water? What do we do with water?
 - Let us now pour water from one bowl to another. Which one is heavy now?
 - Come on, watch carefully. Which bowl has more rice?
 - What did you do to make this heavy? “Added more water”.
 - What did you do to make this light? “Poured water out”.

The child will understand the concepts of light and heavy.

The child will be prepared to learn addition and subtraction in the Anganwadi/ school.





When family members spend time with the child or when the mother is free (17)

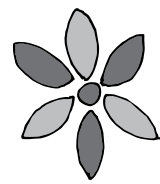
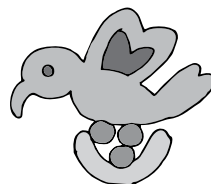
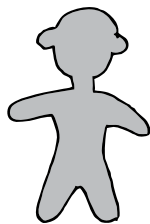
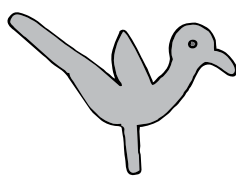
Suggested actions and their importance:

- Ask the child to choose objects based on colours:
 - Green and blue bangles.
 - Red and yellow boxes.
 - Blue and green clothes.
- Ask questions while playing, such as:
 - Look at this, what is it? What is this colour called?
 - What colour is a tomato?
 - What other thing is red in colour?
 - What colour clothes are you wearing?
 - Watch carefully, which colour is this? This is the colour of the sky.

The child will get to know various colours.

The child will understand the difference between various colours.

It will prepare her for the Anganwadi or reinforce what is taught in the Anganwadi.





When family members spend time with the child or when the mother is free (18)

Suggested actions and their importance:

- Ask the child to choose round and square/rectangular objects; for example, round bangles and square boxes or a round plate and a square book.
- Encourage her to do various things with those objects – roll them, slide them, get them to stand, stack them, and talk about what objects and shapes can do these and what cannot.
- Ask the child to choose round, triangular and square objects; for example, round bangles, square boxes and triangular parathas/ samosas.
- Ask questions while playing, such as :
 - Look at this, what is it?
 - What shape is this bangle? What other things are round?
 - What is the shape of a samosa?
 - What is the shape of this box?
 - Do you think there is a difference between the bangle, the box and the samosa?Watch carefully, place the round objects together and the square objects together.

The child will learn various shapes, and their characteristics.

The child will be prepared to understand mathematics well in future.





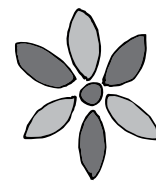
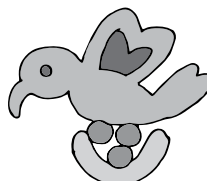
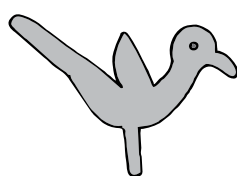
Encouraging responsibility

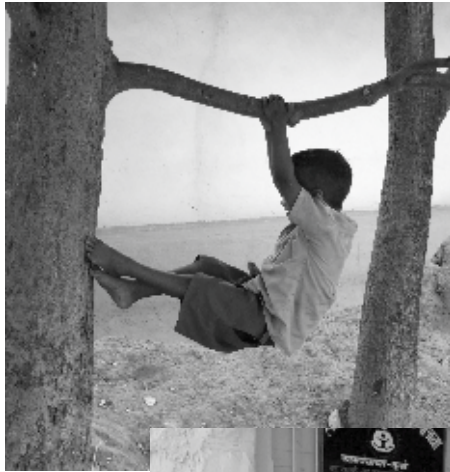
Suggested actions and their importance:

- Encourage the child to help with small chores such as filling the glasses with water, counting and setting up plates according to the number of family members, picking up the plates after the meal.
- Get the child to help with cooking; for example, picking coriander leaves, peeling garlic cloves.
- Encourage the child to sort and count clothes and keep them in the cupboard.
- Let the child help with making and clearing the bed.
- Appreciate the child's efforts.

The child will learn about daily chores.

Helping parents boosts the child's independence and confidence.





When caregivers are busy

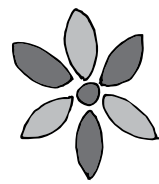
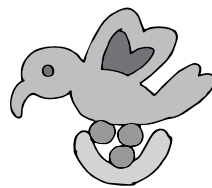
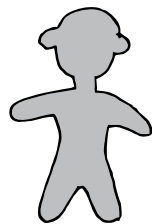
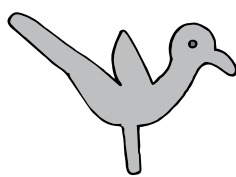
Suggested actions and their importance:

- Encourage the child to go to the Anganwadi.
- Encourage the child to play with other kids.
- Encourage the child to play with household items.
- Ask the child to draw a picture and colour/ make something out of mud or clay.

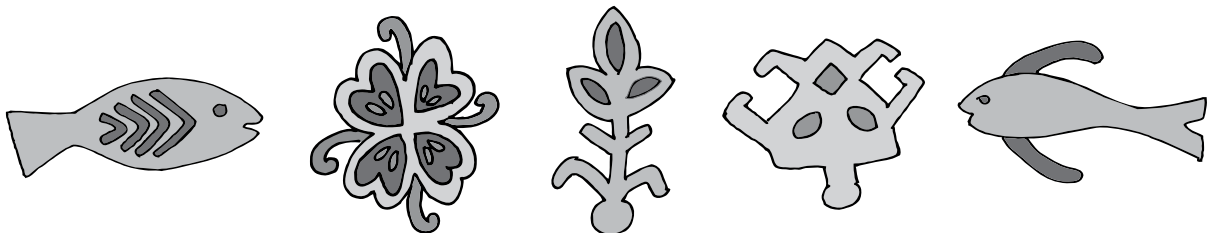
The child will learn to go to the Anganwadi.

The child will learn to play with other kids.

The child will begin to be creative with existing resources.



Handling Young Children & Providing a Safe and Secure Environment



Handling young children (1)

Suggested actions and their importance:

- Try to be and behave the way you would like your child to.
- Accept when you make a mistake, apologize. Tell her when you do not know something, say we'll find out together.
- Set certain rules and let all caregivers be consistent.

A child is trying to understand the world around her. When she senses consistency, it helps her figure things out.

- When the child makes a mistake in a task, correct her gently. Do not yell at her or label her.
- Provide simple explanations or consequences of prohibited behavior.

Over time your child will understand more complex explanations.

- When you say 'no' to a child for something, also give her some alternative ideas for what she can do.
- Avoid hitting/ threatening/ criticizing/ labeling children for inappropriate behavior.

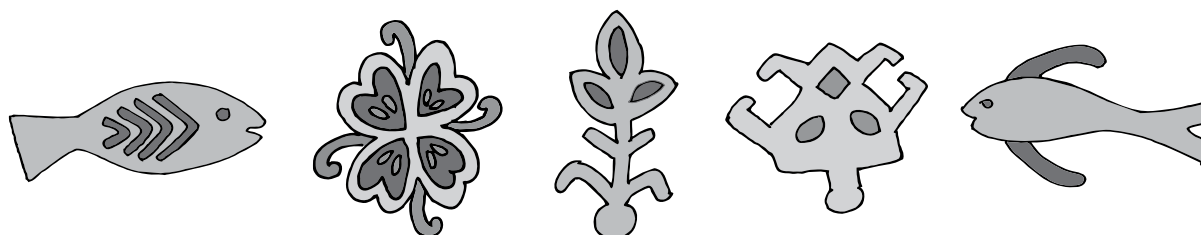
A child who is beaten or shouted at learns that violence is acceptable in handling people.

- Make up and tell stories (about animals or imaginary children, etc.) about emotionally difficult situations and how those were handled appropriately.

Stories help children understand consequences of behaviour.

Your child at this age does not have the language ability to express her emotions, or the ability to regulate her emotions. She learns to do both these by observing you.

A child is constantly observing you and learning. She learns the way you talk – including shout/ threaten, the way you behave – how you express emotion, how you react, etc.

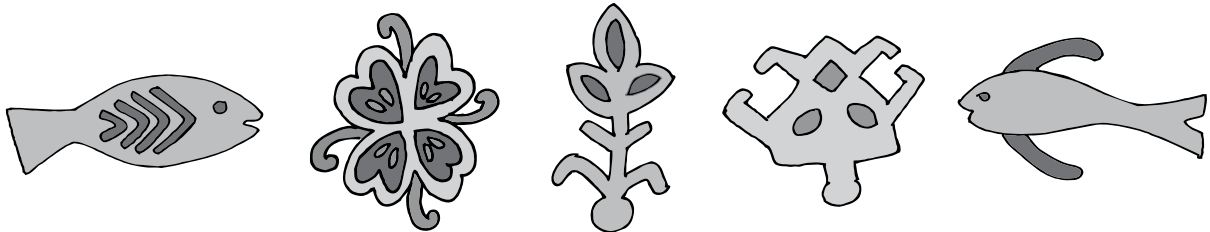


Handling young children (2)

Suggested actions and their importance:

- Help your child develop the capacity to wait.
 - Play games with your child that need her to wait for her turn.
 - Tell her to wait for a few minutes when you are in the middle of something.
 - Appreciate when she waits or shows patience.
 - Wait for her, when she is in the middle of something.
- Foster the child's capacity to focus and stay on task.
 - Encourage her to finish an activity that she begins.
 - Play local games together, that require her to focus.
 - Appreciate when your child focuses and completes a task.
- Help the child develop the ability to empathise.
 - Encourage conversations about “how someone else might be feeling.”
- Encourage the child to observe.
 - Let the child stay and observe.
 - Encourage when she makes close observations or remarks.

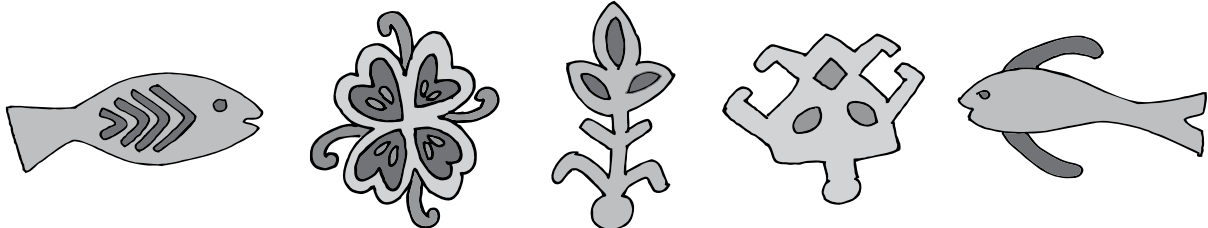
The abilities to observe, be patient, focus and stay on task, and empathise, are important for numerous social-emotional and cognitive functions that help later in life.



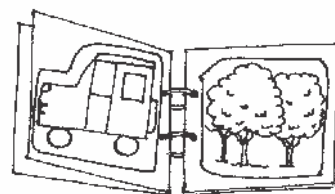
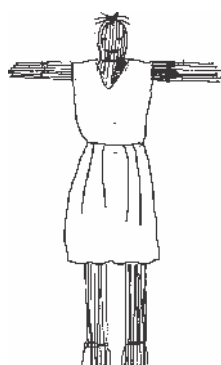
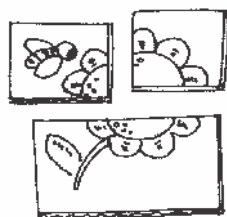
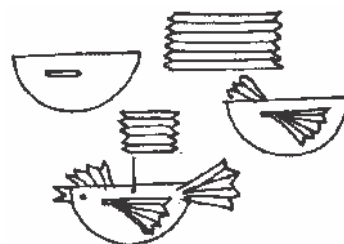
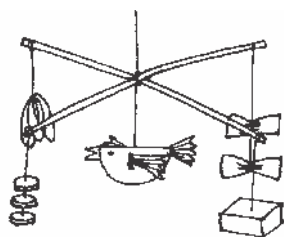
Providing a safe environment

Suggested actions and their importance:

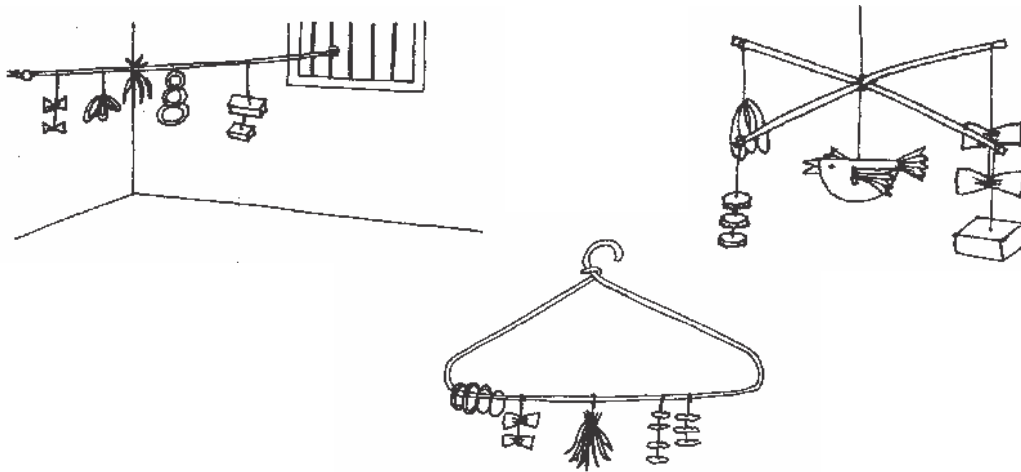
- At home try to protect the child from:
 - Choking due to swallowing nuts, small pebbles, seeds, small toy parts, or plastic bags over the face.
 - Poisoning from eating/ drinking medicines, strong acids, kerosene, insecticides, tobacco, certain plants.
 - Electric shock from exposed wires, faulty switches, plug points.
 - Burns from fire, hot cooking pots, boiling water, steam.
- Outside the home, try to protect the child from:
 - Accidents on the road or a nearby railway track.
 - Bites from animals, including snake bites.
 - Falling in a well, pond, water stored for animals, etc.
- Accidents can be prevented by:
 - Keeping an eye on crawling children who start exploring their environment by putting things in the mouth, pulling things down. (prohibit gently where necessary)
 - Keeping an eye on children while they play, especially in water.
 - Keeping dangerous things out of reach.
 - Not letting children go alone on public roads, near a well or water source, railway track, etc.
 - Clearing the floor of sharp objects and dirt.



Preparing Play Materials for Children



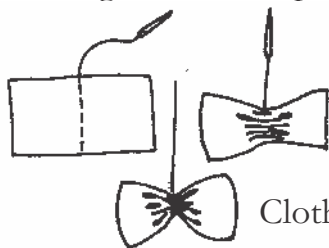
Preparing a Jhoomar



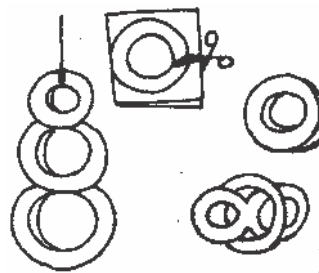
Materials needed:

- 3-4 sticks (1 foot long) or bamboo pieces, or a hanger, or some rope.
- Things to hang on the *Jhoomer* e.g. matchbox, coloured cloth pieces, dried pods, coloured paper, toffee/chocolate wrappings, cardboard box, shells, etc. Needle and thread.

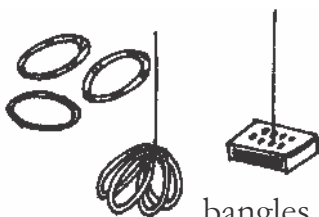
Given below are ideas to prepare objects to hang. Caregivers and children are encouraged to come up with their own ideas.



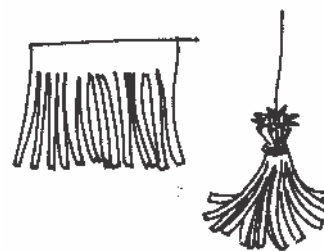
Cloth bows



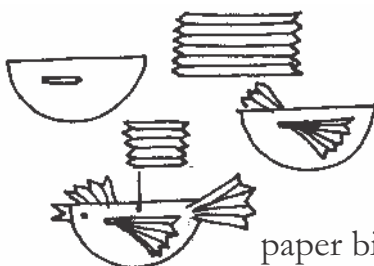
paper rings



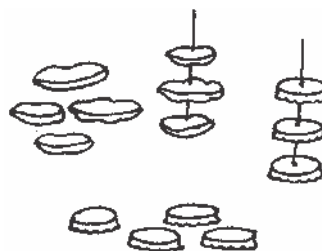
bangles, matchbox



plastic, cloth,
paper frill



paper birds



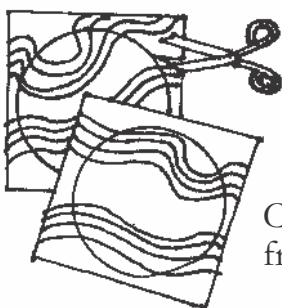
bottle caps,
dry pods

Preparing a ball



Materials needed:

- Cloth piece (coloured or printed)
- Needle and thread.
- Material to fill the ball e.g. rags, sponge pieces, cotton.



Cut two equal circles from the folded cloth.



Sew the two circles together leaving a small gap.



Turn inside out.

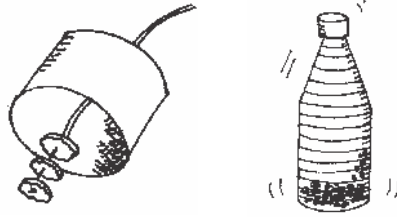


Stuff rags, etc.



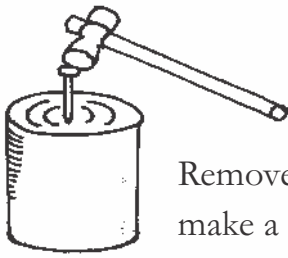
Sew up the opening to make the ball

Preparing sound makers

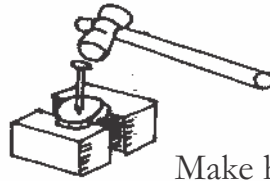


Bell

Materials needed: A tin, bottle caps, rope



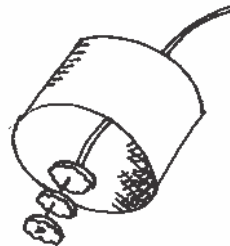
Remove lid. Use a nail to make a hole in the centre of the bottom surface.



Make holes in the bottle caps as shown.



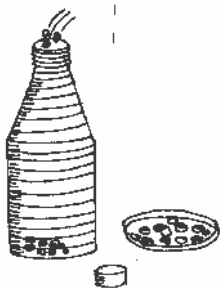
Make a knot on one end of rope. String the bottle caps, knotting the rope between each one.



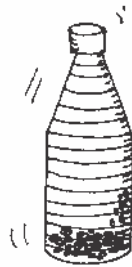
Pass the other end of the rope through the hole in the tin and knot it. Your bell is ready.

Rattle

Materials needed: Plastic bottle with cap, Small pebbles, seeds or grain

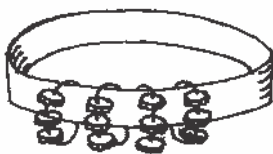


Fill the pebbles, seeds or grain in the bottle.



Close the lid firmly. The rattle is ready.

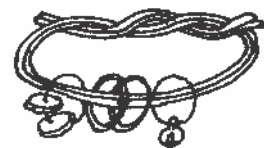
Some more rattles



using the frame from an old sieve

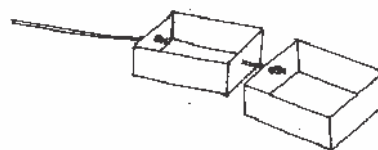


using a thick cord



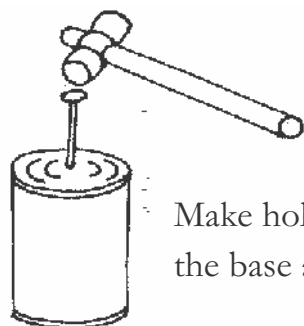
using plastic coated wire

Preparing pulling toys

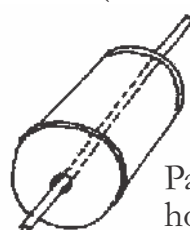


A tin toy

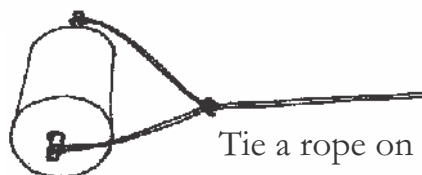
Materials needed: a tin, nail and hammer, a stick (10" long), rope



Make holes in the centre of the base and lid of the tin.



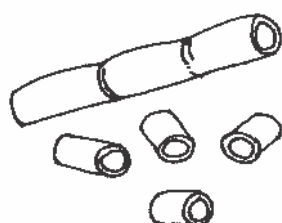
Pass a stick through the holes.



Tie a rope on the two ends of the stick as shown. The pulling toy is ready.

A bamboo toy

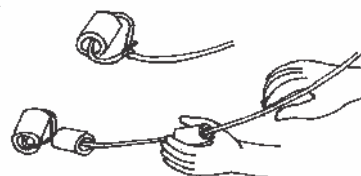
Materials needed: a thin bamboo, cutter, rope.



Cut the bamboo into small pieces at the nodes



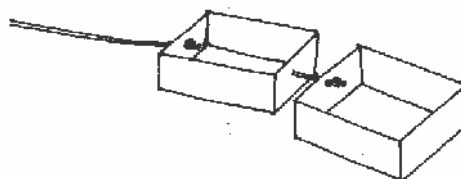
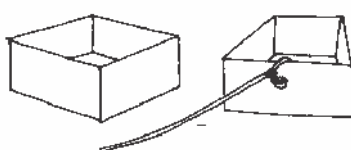
The pulling toy is ready.



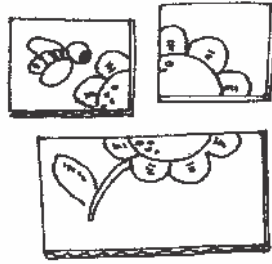
Pass one end of the rope through one piece. Knot it. String the other bamboo pieces.

Toy from cardboard box

Materials needed: a cardboard box, cutter, rope

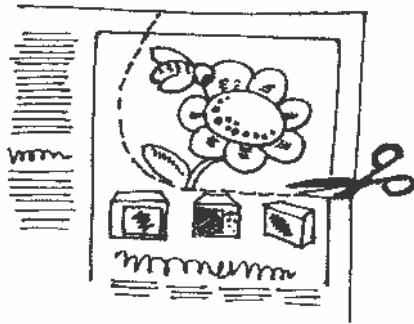


Preparing a picture puzzle

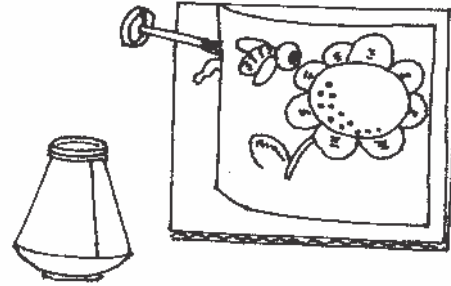


Materials needed:

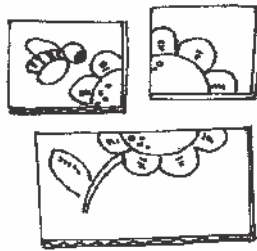
Pictures (bold), glue, scissors, cardboard box with lid pencil, needle



Cut out a bold picture from an old magazine or newspaper.

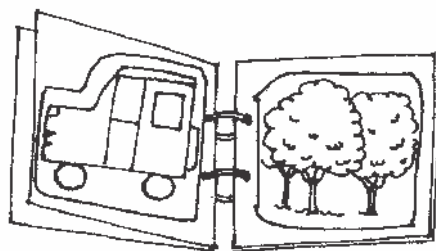


Stick the picture on a thick piece of paper or cardboard.



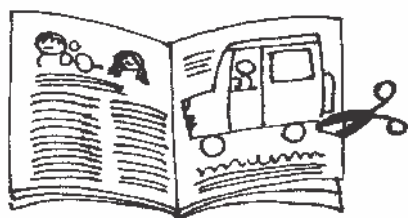
Cut the picture into three or four pieces.
The picture puzzle is ready.

Preparing a picture book

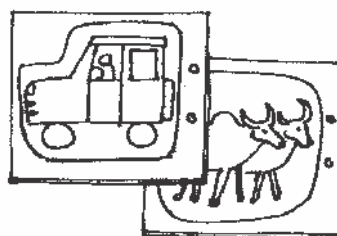


Materials needed:

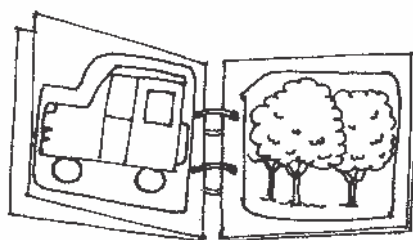
- Pictures from old newspapers
- Magazines, paper for pages of book
- Needle and thread.



Collect bold pictures which attract children.

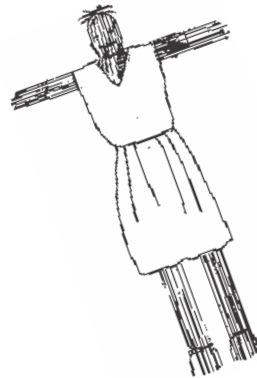


Stick pictures on pieces of paper of equal size. Make holes on each piece.



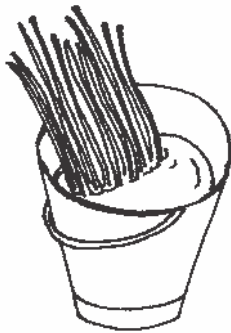
Put the pages together with a thread to make a book.

Preparing a straw doll



Materials needed:

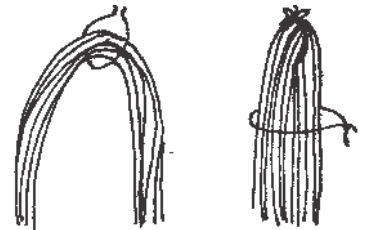
Straw, water, thread, material to sew clothes for the doll.



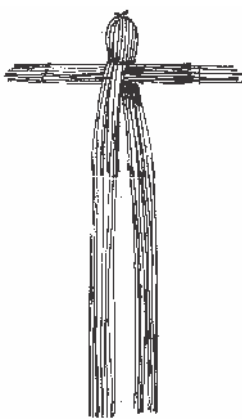
Soak paddy or wheat straw.



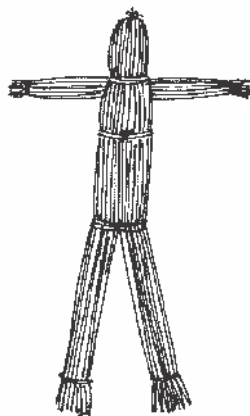
Cut part of the straw into one palm length, and the remaining into two palm lengths.



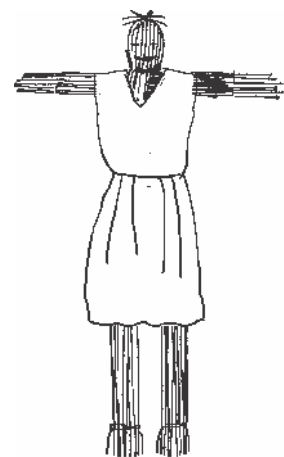
Bend the longer length of straw to form the head and body of the doll. Tie the bunch as shown.



Insert the shorter length of straw below the head to make the arms



Tie the straw at the waist and legs as shown.



Make clothes for the straw doll.

