

Caring for the Caregiver



Faciliator's Manual

Acknowledgements

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Introduction to the CFC training

This training manual provides a detailed day-to-day guide for a 3 day stand-alone training of the Caring for the Caregiver (CFC) module. A 5 day, integrated training with another child or caregiver focused training programme can be done as well. Supplementary materials are provided in 2 additional appendices which can be used in some integrated training scenarios.

	Day 1	Day 2	Day 3
Session 1 08.30-09.00	Registration and welcome	Opening and Recap	Opening and Recap
Session 2 09.00-10.30	<ul style="list-style-type: none"> Prayer and housekeeping Introductions Overview of training Introduction to CFC 	<ul style="list-style-type: none"> Essential Skills : ANPM Model Essential Skills : Resource Mapping 	<ul style="list-style-type: none"> 6-12 Months – A focus on Coping strategies Role play and practice
10.30-11.00	TEA or BREAKFAST		
Session 3 11.00-13.00	<ul style="list-style-type: none"> Experiential learning; CFC Overview of CFC training materials 	<ul style="list-style-type: none"> CFC: Pregnancy – A focus on Emotions Basket and information Cards Role play and practice 	<ul style="list-style-type: none"> 12-24 Months – A focus on the Wrapper of support Role play and practice
13.00-14.00	LUNCH		
Session 4 14.00-16.00	<ul style="list-style-type: none"> Introduction to essential skills Essential Skills: Being a confidante Essential Skills: Stress bucket 	<ul style="list-style-type: none"> 0-6 Months – A focus on Coping strategies Role play and practice 	<ul style="list-style-type: none"> Preparation for counselling Consolidation Evaluation
Session 5 16.00- 16.30	<ul style="list-style-type: none"> Summary, reflection and closing 	<ul style="list-style-type: none"> Summary, reflection and closing 	<ul style="list-style-type: none"> Reflection and closing

At the end of the training frontline workers should be able to:

1. Establish relationships with caregivers and raise emotional-awareness and coping skills.
2. Strengthen caregivers and family capacity to problem solve, deal with conflict and access community supports.
3. Demonstrate simple, user friendly day-to-day activities which engage families and build caregiver confidence.

Training with CFC

Training steps

This manual is written to support your training of frontline workers, such as a community level volunteers, healthcare workers or current CCD counsellors.

Important things to know about how CFC training works:

- CFC is a 4 to 6-week training programme to provide skills to frontline workers to include CFC in their community level work with caregivers and families. The intensity of the training may be adapted in country based on the expertise and experience of frontline workers being trained.
- This training is delivered through face-to-face training, practical sessions, community preparation and ongoing supervision. As a trainer you will facilitate the face-to-face training, practical sessions and provide the supervision to the frontline workers. You will also pair frontline workers up with peers from their geographical region, so they can begin to develop a peer support network and other CFC frontline workers to practice with.

Experiential learning

CFC deliberately uses a training process aimed to involve the participants in learning as much as possible, by using playful activities to teach content. These activities help the trainer to identify and recognize a participant's prior learning.

The facilitator introduces a section, activates participants to identify what they already know, then summarises and adds any content that may be missing. Practice and application of newly acquired skills follows directly.

Each day begins with a recap of the key points of the day before (generated by the participants), and each day ends with a consolidation of key learning (also generated by the participants).

Course needs

Trainers

- Two trainers for each group of ± 20 frontline workers (ratio of 1 facilitator: 10 participants) to guide the face-to-face training workshops.
- One experienced trainer working alone should not train groups bigger than 12 -15 participants at a maximum. For groups larger than 12 we recommend using a trainer assistant to help manage practical exercises and group work.
- Implementation team lead (or master trainer) to manage administrative tasks, transportation and coordination.

Facilities

- Classroom or teaching venue with tables and chairs
 - Maximum of 20 participants per room with seating for participants and space to do group work
 - Table for supplies

Logistical arrangements

- Provisions for lunch and tea breaks
- Equipment and supplies

Equipment and supplies

The following items are required for the 3 days of training.

Equipment or supplies	Quantity
Day 1	
Name tags	1 per participant
Name tents	1 per participant
Pens	1 per participant
Chart paper or whiteboard	
Markers	
Childhood toys (culturally appropriate)	1 per participant
Baby blankets or cloths (culturally appropriate)	1 per participant
Day 2	
Chart Paper	2 per participant
Pens	1 per participant
Colour stickers	10 per participant
Day 3	
Paper/cards	1 per participant
Pens	1 per participant
Baby blanket or wrapper	1 per group (3 or 4 groups)

Day 1



Day 1

Objectives

By the end of the day, participants will:

- Understand the importance of Caring for the Caregiver
- Understand the CFC framework and behavior change model.
- Have an overview of the CFC training materials.

Timetable

Session	Detail	Time Allocation
Session 1: Opening		30 minutes
Activity 1	Registration and Welcome	30 minutes
Session 2: Introduction and training overview		90 minutes
Activity 1	Prayer and housekeeping	10 minutes
Activity 2	Getting to know each other: The name game	15 minutes
Activity 3	Comfort agreement	5 minutes
Activity 4	Expectations	10 minutes
Activity 5	Overview of training	15 minutes
Activity 6	Introduction to CFC	25 minutes
End of session recap		10 minutes
Session 3: Introduction to CFC content and training materials		120 minutes
Activity 1	Introduction to Experiential Learning	3 Minutes
Activity 2	Experiential Learning: Connect with caregiver	20 Minutes
Activity 3	Experiential Learning: Support for caregiver	20 Minutes
Activity 4	Experiential Learning: Connect with child	20 Minutes
Activity 5	Experiential Learning: Support for child	20 Minutes
Activity 6	Overview of CFC training materials	30 Minutes
End of session recap		7 minutes
Session 4: Essential skills		120 Minutes
Activity 1	Introduction to essential skills	30 minutes
Activity 2	Essential Skills: Being a confidante	45 minutes
Activity 3	Essential Skills: Stress bucket	45 minutes
Session 5: Reflection and closing		30 Minutes
Activity 1	Reflection on the day	15 minutes
Activity 2	Summary of day 1	10 minutes
Activity 3	Closing	5 minutes

Equipment

- Registration sheets
- Pens and markers
- Name tags and name tents
- Chart paper
- Cards/paper
- Childhood toys (1 per participant) (alternative activity provided if no toys available)
- Baby blanket or wrapper (1 per participant or 1 for group)

Session 1: Opening

Activity 1: Registration and welcome

Time allocation: 30 minutes

Complete the registration of participants as they arrive. Once participants have settled, provide an introduction of facilitators and welcome them to the training.

Session 2: Introduction and training overview

Activity 1: Welcome, prayer and housekeeping

Time allocation: 10 Minutes

- **Prayer:** Begin with a locally appropriate prayer.
- **Housekeeping:** Provide participants with logistical information such as the location of restroom and refreshment facilities, attendance requirements (every day for the full session), and arrangements for reimbursement of travel and other expenses if any.
- **Closing:** Ensure all participants are comfortable and all questions have been addressed.

Activity 2: Getting to know each other – The name game

Time allocation: 15 minutes

This is a playful introduction which aims to begin to build relationships between participants. Ask the members of the group to pair up with the person sitting next to them and share their name and the answers to the following questions.

- *Who gave you your name?*
- *What does your name mean?*
- *Where are you from?*
- *What is your current position?*

Ask participants to introduce their partners (share the name and information) to the rest of the group. Thereafter, ask everyone to write their names on a card and place it on the table so that it is visible to the facilitator and other group members.

Activity 3: Comfort agreement

Time allocation: 5 minutes

Invite the group to discuss ways in which the group and the facilitator can make the training environment comfortable, safe and inclusive for everyone. You can stick these guidelines up on a wall so that they are visible throughout the training.

Some ideas of may include:

- Starting, closing times, lunch and tea times
- Key aspects that group feels are important for showing respect to each other (listening, participation, confidentiality)
- Use of cell phones (how to manage calls and interruptions)

Activity 4: Expectations

Time allocation: 10 minutes

Ask each participant to write down or share their expectations of the training course. Write these expectations on cards and stick them on the wall so that you can refer back to them at the end of the training.

Managing timing: Note starting times in training can vary. The suggestion is that the rapport, comfort agreement and expectations take 30 – 45 minutes, leaving 45 – 60 minutes to present the training objectives and overview before breaking for tea.

Activity 5: Overview of training

Time allocation: 40 minutes

This training is the start of your CFC journey. The training will take place over 3 days where you will learn together about CFC and practice the skills in pairs.

- **CFC training package**
 - Provide an overview of the 3 day interactive training course.
 - Provide an overview of the additional weeks of supervised practice.
 - Refer to pages 16 and 17 in the Participants manual.
- **Training objectives**

- Discuss the training outcomes as listed in the participant manual, listed on page 16 of the Participants manual.

Activity 6: Introduction to CFC

Time allocation: 25 minutes

During this session you will work through the front end of the participant manual with frontline workers. Understanding the 4 components of CFC, the importance of these components and its uses are key to ensuring successful delivery of the program.

- **Why Caring for the Caregiver**
 - Work through the introduction section of the Participants manual, focusing on the roles caregivers and the family play in caregiving on pages 4 to 9.
- **Introduction to CFC conceptual framework**
 - The CFC framework is like a puzzle and all pieces connect and link. Provide an overview of the CFC conceptual framework by working through pages 11 to 14 of the Participants manual.
- **Overview of CFC behaviour change model**
 - Understanding CFC aims to achieve is important in providing frontline workers with insight into why CFC is important and what can be achieved through the program. Work through page 15 of the Participants manual.

End of session recap

Time allocation: 10 minutes

Ask participants if they have questions. Briefly revisit the training objectives and the 3 day training plan. Make a note of any questions, concerns or issues raised. Agree with the group what to do with issues raised.

Session 3: Introduction to CFC content and training materials

Activity 1: Introduction to experiential learning

Time allocation: 3 Minutes

Each person present has travelled a different path to get here today and everyone has their own, unique experiences. Adults learn and remember well when they actively participate. It is important a frontline worker to experience what the caregivers will experience when they interact with them. That way the frontline workers will be able to empathize with the caregivers and understand what challenges may emerge when trying to work through the material.

Experiential learning is most effective when there is a period of reflection. When we discuss the activities, it will give us a chance to learn from each other and the experiences each of us have had.

Closing:

The activities that will be presented today will help the frontline workers to understand what CFC will be like for the caregivers, some of the same activities may be used with caregivers.

Activity 2: Experiential learning – Connect to caregiver

Time allocation: 25 Minutes

This activity uses childhood toys, depending on what you have available and what is best for your culture. An alternative activity is provided as well.

Childhood toys

Set out familiar childhood toys on a table in the room. Invite participants to come to the table, look at the objects and choose an object they feel connected to. Once everyone is seated, ask the group:

- *What made you connect with the toy?*
- *Did the toy help you connect with being a child? Or a parent?*
- *How might this reflect a connection that you will have with the caregivers?*
- *How is this connection reflected between a caregiver and baby/child?*

Alternative activity: **Childhood songs**

Invite the participants to close their eyes and think of a song that reminds them of their childhood. Ask them to think about the following questions:

- *When did you hear this song as a child?*
- *Who sang this song to you? Or did you sing it to your children?*
- *Think about what memories the song brings up for you.*
- *How do you feel when you think of the song? What emotions does it bring up?*
- *Ask the participants to share their experience with the group. Acknowledge and thank them for what they share.*

Ask the group after everyone has shared:

- *What made you connect with the song?*
- *Did the song help you connect with being a child? Or a parent?*
- *How might this reflect a connection that you will have with the caregivers?*
- *How is this connection reflected between a caregiver and baby/child?*

[Link to content and closing:](#)

People naturally make connections, relationships are powerful and important. As a frontline worker it is important that you build connections with caregivers to support them. This reflects the connection you are supporting between caregiver and child.

Refer to the CFC framework on page 14 of the Participant Manual and read through the content in the Connect with caregiver puzzle piece.

<p>Activity 3: Experiential learning – Support for caregiver - The baby wrapper or baby blanket Time allocation: 25 Minutes</p>
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Ask the participants to get the baby blanket, cloth or wrapper they were asked to bring.

Choose one that you have brought or have 1 available for the whole group.

Invite participants to look at their cloth or blanket and use the following prompts (overleaf) to create discussion.

- *What is this blanket or cloth used for?*
- *Does this blanket or cloth bring back any memories?*
- *What emotions does this blanket or cloth bring up for you?*
- *What does it mean for a baby to be wrapped in a blanket or cloth? What would the baby's experience be?*

Reflection:

Ask the participants to discuss:

- *What did the experience feel like?*
- *Do you think you can be a blanket of support for someone else?*
- *Is someone a blanket of support for you?*
- *What may make it difficult for a caregiver in your community to find support?*

[Link to content and closing:](#)

In most cultures and countries blankets, cloths or wrappers are used as a symbol of comfort, safety, warmth, protection and generosity. Using a blanket is a way to 'bring' the baby into the room and remind ourselves that we are working with caregivers and young children.

Wrapping in a blanket or cloth can also be a way of comforting and supporting people. In the same way, you as a trainer are a blanket of support to frontline workers; frontline workers are blankets of support to caregivers and finally, caregivers are blankets of support for their babies.

It is important to understand where the caregivers find their support, but it is also important for you as a frontline worker to know where to find support if you are having a difficult time. Read the content on page 14 of the Participant manual.

Activity 4: Experiential learning – Connect with child – *Mirror Activity*

Time allocation: 20 Minutes

Ask the participants to choose a partner; everyone should be in a pair. One partner is to be the 'mirror' and the other the 'actor'. Give the instructions that for 1 minute the actor is to do body movements and facial expression and the mirror needs to copy what they do. After 1 minute ask the participants to switch roles.

Afterwards, ask the pairs to share the following:

- *How did the activity feel?*
- *What was it like to be the actor?*
- *What was it like to be the mirror?*
- *What does it teach us about communication?*

Reflection:

Discuss the following questions as a group:

- *How did that experience make you feel?*
- *What is needed for good communication?*
- *What happens when there is poor communication?*
- *What happened because there was poor communication?*
- *What happens to a caregiver and child when they do not understand each other?*
- *What happens when a child is understood?*
- *What could make communication difficult in your community? Either between you and the caregiver or the caregiver and child?*

[Link to content and closing:](#)

An important part of communication is reading facial expressions and emotions. Mirroring is a way of showing communicating without words; these are the messages that are shown through our bodies and faces. Babies cannot communicate with words but use their face to show their caregivers how they are feeling. It is important for caregivers to be able to see and understand their baby's facial expressions and emotions to have a good relationship.

In the game you would have had to pay attention, anticipate and notice what the other person was doing. Remember that communication is not only about sending your message (the actor) but also about listening to what someone else is saying (the mirror).

Read the content on page 14 of the Participant manual that covers the Connect with child content. Discuss the role the family plays in communicating with the caregiver and the baby.

<p>Activity 5: Experiential learning – Support for child – Childhood Play</p>
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<p>Time allocation: 20 Minutes</p>

Divide participants into 3-4 smaller groups and ask them to discuss the following:

- Think back to when you were a child, what games did you enjoy playing as child?
- Where did you play as a child?

- What emotions does it bring up for you as you think about the games you played as a child?

Ask each small group to choose one childhood game that was discussed and teach this to the group.

Reflection

After a few games have been played, ask:

- Why is play important for adults and children?
- What is the role of the environment in play?
- What may make it difficult in your community for children to play?

Closing:

Play is important for adults to relax and care for themselves but for children it is even more important as this is how children learn. Play changes as children become older and their skills develop.

Read the content on the **Support for child** tool on page 14 of the participant manual

Activity 6: Overview of CFC package

Time allocation: 20 Minutes

There are a number of materials in the CFC package; each one has been designed to improve understandings of CFC. Introduce and orientate participants to the different materials which have been designed especially for training and implementing CFC. Explain that the materials will be covered over the duration of the course.

An overview of the materials is provided on page 18 and 19 of the Participants manual.

End of session recap

Time allocation: 10 minutes

Ask participants if they have questions. Briefly revisit the CFC framework and materials. Make a note of any questions, concerns or issues raised. Provide clarifications where required.

Session 4: Essential Skills

Activity 1: Introduction to Essential skills

Time allocation: 10 Minutes

Find somewhere in the room to display the 4 CFC essential skills cards – Being a confidante, the stress bucket, resource mapping, the ANPM model.

Explain to participants that there are 4 essential skills needed for implementing the CFC package. Learning these skills will also help frontline workers to become more self-aware and socially-aware Frontline workers who are self-aware and socially-aware are able to master the essential skills, and implement them with caregivers.

[Link to content and closing:](#)

An overview of the materials is provided on page 21-28 of the Participants manual and review CFC essential skills cards

Activity 2: Being a confidante

Time allocation: 55 minutes



Case study for discussion – breaking confidentiality:

A caregiver of a small baby you have been visiting indicates that she has recently fallen pregnant again, but she discloses that she thinks the father of this baby is another man she is seeing, not her husband. She has not told her partner about the pregnancy and she hasn't been to prenatal clinic visits. She does not want anyone to know about her infidelity as her partner might stop supporting her other children. You also discover that the man involved with her is your cousin.

Discussion: *What should be done in this situation?*

- Use *Being a confidante card*.
- Link to the Participant's manual, page 23

Activity 3: Stress bucket

Time allocation: 55 minutes

Case study for discussion: stress management

You meet a new pregnant caregiver, she is in the final trimester of her pregnancy and works long hours in the field doing manual labor. She has 2 children at home, one of which has learning challenges. Her husband has recently passed away and she has taken on a second job to provide for her family. Her husband's family live in a village far away and want the children to stay with them but the caregiver wants to be with her children

Break up into groups and discuss:

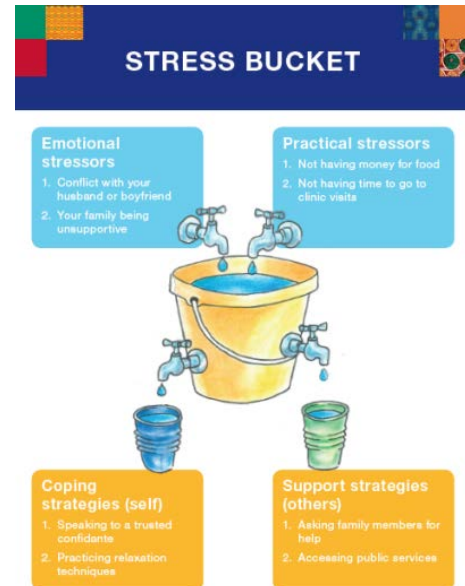
- Identify the various emotional and practical stressors that the caregiver may be experiencing
- What are some of the coping and support strategies that can be used to help her manage stress.

Orientation to content:

1. Using the Stress bucket card
2. Explain what triggers and stressors are. Triggers are people or behaviours that bring up strong emotions and stressors are situations that have that effect.
3. Ask participants to think about which emotions or situations they identified in the previous activity.
4. Ask them to categorise their responses as either triggers or stressors. Do a few examples.

Role play and practice:

Using the case study to role play interactions and responses to stress.



[Link to content and closing:](#)

Not all problems can be solved by practical solutions. Some problems need emotional solutions. The connect tool teaches coping strategies and the support tool teaches practical strategies. The connect tool is about the frontline worker establishing and maintaining trusting relationships with the caregivers they will be working with. It is important that they think about the caregivers in their communities while going through this tool. This will help them to raise specific concerns and difficulties from their contexts which the group can then discuss. Refer to the Participant's manual pages 24-25 and Stress Bucket card.

Session 5: Summary, reflection and closing

During this session you will spend time reflecting on the learnings of the day, provide clarifications on any difficulties experienced and provide a summary of the content covered.

Activity 1: Summary of day 1

Time allocation: 10 Minutes

Ask the participants to recall the following:

- Importance of Caring for the Caregiver
- 4 CFC tools (Connect with caregiver, Support for caregiver, Connect with Child, Support for child)
- CFC training material (Counselling caregivers Activity and Information cards; and Counselling families Playing cards and Information handouts)

Activity 2: Reflection on the day

Time allocation: 15 Minutes

Ask the participants:

- What was your most significant learning today?
- What are you most surprised to have learn?
- What do you now think a bit differently about?

It is important for participants to sift through for themselves what was significant or new or interesting. This helps recall and understanding.

Remind participants to read through the relevant sections of the participants manual in order improve understanding of the key concepts of the CFC package.

Activity 3: Closing game

Time allocation: 5 Minutes

Thank the participants for their participation and contributions and remind them of their value:

- They already know a lot about child development and supporting communities
- They can contribute to the training from their own experience and knowledge
- They already work with communities
- They are valuable to shaping their communities

Play one of the childhood games together as a group that participants played during the day to end.



Figure 2: Pictures from the pilot of the training materials conducted with CHW's in Sierra Leone, 2018

Day 2



Day 2

Objectives

By the end of the day, participants should:

- Be able establish rapport and confidante relationships with caregivers
- Understand how to teach caregivers stress management techniques
- Use a problem solving model to facilitate family discussion and conflict resolution
- Know how to use resource mapping to improve access to resources

Timetable

Session	Detail	Time Allocation
Session 1: Opening and recap		30 minutes
Activity 1	Prayer and welcome	5 minutes
Activity 2	Today I feel	25 minutes
Session 2: Essential Skills 2		90 minutes
Activity 1	ANPM Model	30 Minutes
Activity 2	Resource Mapping	60 Minutes
Session recap		
Session 3: CFC Pregnancy – A focus on the		120 minutes
Activity 1	Key challenges: Pregnancy	5 Minutes
Activity 2	Key CFC message: Pregnancy	10 Minutes
Activity 3	Connect with caregiver	15 Minutes
Activity 4	Support for caregiver	15 Minutes
Activity 5	Connect with child	15 Minutes
Activity 6	Support for child	15 Minutes
Activity 7	Counselling card: Emotions Basket and Information Cards: Healthy Habits and Fetal Development.	20 Minutes
Activity 8	Role play	20 Minutes
Session recap		5 Minutes
Session 4: CFC 0-6 Months – A focus on Coping strategies		120 Minutes
Activity 1	Key challenges: 0-6 Months	5 Minutes
Activity 2	Key CFC message: 0- 6 Months	10 Minutes
Activity 3	Connect with caregiver	15 Minutes
Activity 4	Support for caregiver	15 Minutes
Activity 5	Connect with child	15 Minutes
Activity 6	Support for child	15 Minutes
Activity 7	Counselling card: Wrapper of Support	10 Minutes
Activity 8	Role play	30 Minutes
Session recap		5 Minutes
Session 5: Reflection and closing		30 Minutes
Activity 1	Summary of Day 1	15 minutes
Activity 2	Reflection on the day	15 minutes

Equipment

- Pens and markers
- Cards/paper/chart paper
- Stickers

Session 1: Essential skills continued

Activity 1: Welcome, prayer and housekeeping

Time allocation: 10 minutes

- **Welcome:** Welcome participants back to the course and thank them for their attendance.
- **Prayer:** Begin with a locally appropriate prayer.
- **Housekeeping:** Remind participants about the key housekeeping rules.
- **Closing:** Remind participants of the comfort agreements the team established during day 1.

Activity 2: What is the weather?

Time allocation: 20 minutes

Activity steps:

1. Everyone sits or stands in a circle facing inwards.
2. Explain to participants that you would like them to think about how they are feeling and use a weather condition to describe this feeling. For example someone who is happy and excited for the day might say, "I am feeling sunny and bright."
3. Go around the group and allow everyone to describe how they are feeling.

Link to rest of the day:

Not everyone feels good all the time and sometimes, like the weather, how we feel and act can be destructive - like a strong wind, storm or big waves. In the same way, we are going to focus today on managing difficult situations.

1. Ask the group if they have any thoughts, comments or questions from Day 1.
2. Note these on a flipchart, leaving space to discuss them over the course of the day.
3. Refer participants to the timetable and give a brief overview of Day 2.

Session 2: Essential Skills (continued)

Activity 1: The ANPM model

Time allocation: 30 minutes

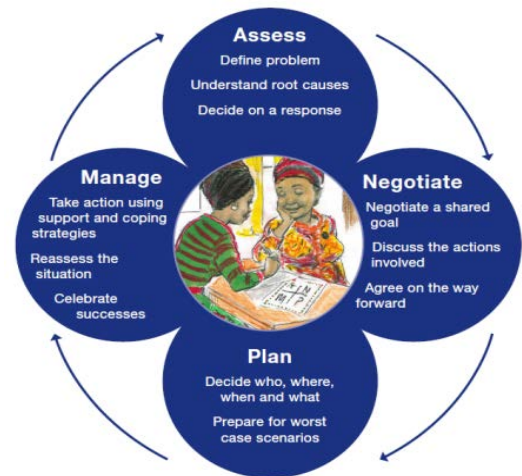
CFC practices are difficult to implement when there are things going on in the family such as conflict within partner or family relationships. There can be many reasons for these conflicts, but they can all be dealt with using a conflict management tool – the ANPM model.

Step 1: Use the conflict management scenario cards to describe a case where some of these difficulties might be present. Ask the participants to discuss this case study briefly and then act out the scenario based on what they believe would be the typical response in the communities.

Step 2: Introduce the ANPM model and offer some suggestions of strategies that can be used to ensure that conflict resolution sessions go well.

Activity steps:

1. On chart paper draw the ANPM model, or use the ANPM information card
2. Explain the content of each concept in the model
3. Now ask the participants to role play using the ANPM model with the case study you gave them in the beginning of the session.



Reflection: offer reflections on the role plays and discuss local cultural and normative practices that might need to be addressed using the ANPM model. Take care to brainstorm strategies which may help ensure a good outcome. For example in some cultures or context invited certain family members to a meeting might improve success. In some settings singing or praying can help to calm a tense discussion and bring big emotions down, in other settings this might be considered offensive, Important to help the group brainstorm local practices that can be used in the negotiate and manage steps. Make sure the group understand the model is continuous and at the end of one intervention there should be a re-assessment.

ring

[Link to content and closing:](#)

The ANPM model is a tool that can be used in a number of situations including conflict management. It's important to guide caregivers to identify challenges and solutions themselves as a way to scaffold the learnings. Refer participants to pages 26-27 of the Participant's manual.

Activity 2: Resource mapping

Time allocation: 60 minutes

Community resource mapping is a way for the frontline workers to identify various kinds of support and resources that exist in a community. These resources may be for the caregiver or for the child. Resources can be formal services (like clinics), people in the community with a lot

of experience and knowledge in a certain topic or opportunities for children to learn (park, library or a crèche). Resources can be people, places or events. In the same way that the frontline workers identify resources for their work with caregivers, they can help caregivers draw their own maps to identify resources personal to them.

Activity Steps:

1. Give each frontline worker a piece of paper and have pens and markers available.
2. Ask each frontline worker to draw a map of the community they work in or use an existing map or line drawing. Think of where the main roads, rivers, buildings or important landmarks are.
3. Ask the frontline workers about what formal services they have in their community – think about healthcare, nutrition, play, learning and people.
4. Decide on a symbol, word, picture, or colour to represent each category of services.
5. Use pens, markers or stickers to mark the locations of these services and resources in their community.
6. Now get the group to think of informal supports that are available. These are people or places that support caregivers and young children even if it is not part of their job.

Discussion:

- Look at the posters.
- What is similar? What is different?
- What are some of the community's strengths?
- Who in the community works with mothers, babies and young children?
- Who are the people in the community who take care of others (not part of their job)?
- What groups in the community make a difference to the well-being of the community?
- What resources or services may still be missing?
- What difficulties or barriers to accessing any of the resources might be experienced by the caregivers you will work with?
- What might cause this barrier to access?
- How could you work around this?

Work through the content in the Participant's manual, Page 28 and Resource mapping card.



Figure 6: Resource maps created during the pilot training in Sierra Leone, 2018

Session 3: CFC Pregnancy

Activity 1: Key challenges – Pregnancy

Time allocation: 5 Minutes

Ask the group to begin by identifying key challenges that the caregiver experiences during pregnancy. Understanding the shifts and unique challenges caregivers experience during the period aids in frontline workers abilities to support caregivers during this period. Refer participants back to page 31 of the Participant manual ensuring the listed content is covered.

Activity 2: Key CFC Messages

Time allocation: 10 Minutes

Run through the key messages across Connect and Support that CFC aims to achieve during this period, listed in page 32 of the manual. Ask participants if there are any additional key messages they feel should be covered during this period.

Activity 3: Connect with caregiver - Training Summary and Practice Guide

Time allocation: 15 Minutes

Highlight the key differences and strategies at this age and three type of emotional support needed during this period and the CFC materials that can be used to aid in discussions about changing needs, sharing caregiving responsibilities and using daily routines as opportunities for social interaction (refer to pages 33 and 34 of the manual).

Discuss how these key differences can affect the caregiver and encourage the caregiver to engage in those activities that support her wellbeing.

Activity 4: Support Training Summary and Practice Guide

Time allocation: 15 Minutes

Discuss any new support needs that the caregiver may have during this period and guide them to seek out assistance and support. Work through the Support content on and link participants to the CFC materials that can be used pages 33 and 34 of the manual.

Activity 5: Connect with child - Training summary and Practice Guide

Time allocation: 15 Minutes

Highlight the impacts that a connected caregiver has on their child during this period. Discuss with the caregiver activities that they can engage in to improve their capacity for attentiveness and how to support communication development with her fetus. Refer to pages 33 and 34 in the participant manual.

Activity 6: Support for child - Training summary and Practice Guide

Time allocation: 15 Minutes

Caregivers that are better supported are better able to understand the developmental capacities of baby and better able to read and respond to their needs. CFC materials listed on page 34 can be used to explore the child's capacities at this age and strategies caregivers can use to involve the baby into family activities. Refer to pages 33 and 34 in the participant manual.

Activity 7: Counselling card: Emotions Basket and Information Cards: Healthy Habits and Fetal Development.

Time allocation: 20 Minutes

The Emotions Basket, Healthy Habits and fetal counselling card have been created as both an information card and a tool to stimulate discussion about ways in which caregivers can be empowered to deal with stress and emotions. Discuss the different coping strategies that caregivers can use.

Read thorough the content listed on the back of each of the cards with training participants.

Activity 8: Role Play

Time allocation: 20 Minutes

In this activity, participants will use the 'Caring for myself worksheets provided in the appendix of this manual.

There are things that everyone can do to help them feel health and cope with everyday life.

Steps:

- Ask the group to name some healthy habits.
- Look at the 'Caring for myself' worksheet for more ideas.

Discussion:

- Which of these are easy to do? Which are a little more difficult?
- Are there actions you can take to strengthen these aspects of your health?
- Are there any healthy actions you feel you could do with more support?

[Link to content and closing:](#)

Orientate and work through the connect pages in the participants manual.

Figure 4: Images from pilot training in Sierra Leone, 2018

Session 3: CFC 0 to 6 Months – A focus on coping strategies counselling skills

Activity 1: Key challenges – 0 to 6 Months

Time allocation: 5 Minutes

Ask the group to begin by identifying key challenges that the caregiver experiences during the 0 to 6 month period of a baby's life. Understanding the shifts and unique challenges caregivers experience during the period aids in frontline workers abilities to support caregivers during this period. Refer participants back to page 36 of the Participant manual ensuring the listed content is covered.

Activity 2: Key CFC Messages

Time allocation: 10 Minutes

Run through the key messages across Connect and Support that CFC aims to achieve during this period, listed in page 37 of the manual. Ask participants if there are any additional key messages they feel should be covered during this period.

Activity 3: Connect Training Summary and Practice Guide

Time allocation: 15 Minutes

Highlight the key differences and strategies at this age and three type of emotional support needed during this period and the CFC materials that can be used to aid in discussions about changing needs, sharing caregiving responsibilities and using daily routines as opportunities for social interaction (refer to pages 37 and 38 of the manual).

Discuss how these key differences can affect the caregiver and encourage the caregiver to engage in those activities that support her wellbeing.

Activity 4: Support Training Summary and Practice Guide

Time allocation: 15 Minutes

Discuss any new support needs that the caregiver may have during this period and guide them to seek out assistance and support. Work through the Support content on and link participants to the CFC materials that can be used pages 37 and 38 of the manual.

Activity 5: Connect with Child - Training summary and Practice Guide

Time allocation: 15 Minutes

Highlight the impacts that a connected caregiver has on their child during this period. Discuss with the caregiver activities that they can engage in to improve their capacity for attentiveness and how to support communication development with her child. Refer to pages 37 and 38 in the participant manual.

Activity 6: Support for child - Training summary and Practice Guide

Time allocation: 15 Minutes

Caregivers that are better supported are better able to understand the developmental capacities of baby and better able to read and respond to their needs. CFC materials listed on page 48 can be used to explore the child's capacities at this age and strategies caregivers can use to involve the baby into family activities. Refer to pages 37 and 38 in the participant manual.

Activity 7: Counselling card: Coping strategies

Time allocation: 10 Minutes

The coping strategies counselling card has been created as both an information card and a tool to stimulate discussion about ways in which caregivers can be empowered to deal with stress and emotions. Discuss the different coping strategies that caregivers can use. Read thorough the content listed on the back of the counselling card with training participants.

Activity 8: Role Play

Time allocation: 30 Minutes

Practicing some of the coping strategies with the group. This activity helps participants to understand the impact of stress on the body and how to calm down in the moment.

Feelings are natural. Feelings are just feelings – we don't have to call them “good” or “bad”, but it is a good idea to learn how to cope the best way we can with feelings that overwhelm us. There are also many negative ways of dealing with overwhelming feelings: using alcohol,

drugs, or harming yourself in some way. There are also many simple ways to look after your emotions every day.

Steps:

Ask the participants to identify:

1. What self-care activities are you already doing in you day?
2. What other ideas for self-care activities can you think of?
3. What do people do in your community to care for themselves or cope?

Write these ideas under the coping strategies 'tap' on the stress bucket poster.

Some prompts for discussion: Breathing, taking some time out/ a break, talking to a friend, doing activities that make you happy (singing, praying, dancing, and going for a walk).

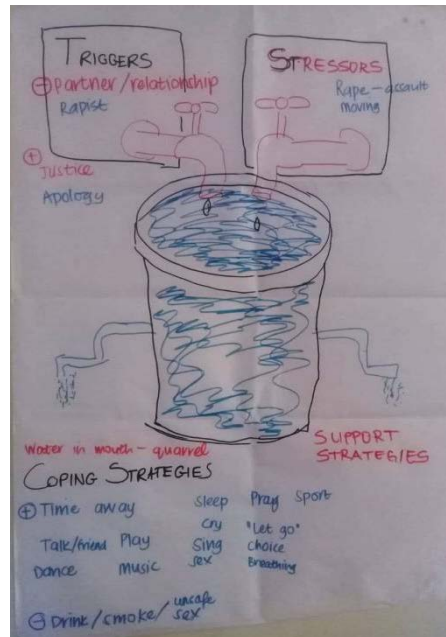


Figure 3: Examples of Stress bucket posters created during the pilot training in Sierra Leone, 2018

[Link to content and closing:](#)

Provide the participants with the following steps for coping with emotions:

1. Being aware of feelings – name them.
2. Identify support and help.
3. Take small actions that support you daily.
4. Feeling confident that even when feeling emotionally overwhelmed, you are able to do some simple steps calm yourself.
5. Once calm, you can plan the next steps to take.

Steps:

1. Ask the frontline workers to share what they feel in their bodies when they are stressed, anxious, upset or angry. This could include making fists, rapid heart rate, shallow breathing, shaking, and difficulty concentrating. Imagine this feeling.
2. Now ask all to the participants to sit comfortably on their chairs, on the floor or even lie down on their back and follow your instructions:
 - Close your eyes
 - Put one hand on your chest and one hand on your belly
 - Breath in through your nose for 4 counts
 - Hold the breath for 2 counts
 - Breath out through your mouth for 4 counts
 - Repeat the breathing slowly and steadily a few more times
 - When you feel calm, open your eyes again
3. Ask participants to share how they feel after the breathing exercise

[Link to content and closing:](#)

It is important to understand that stress is a normal experience for us all. When we are faced with danger we respond with a fight or flight response – we either become ready to defend ourselves or to run away. Even when we don't face life-threatening danger, we are often exposed to stress and our bodies respond in the same way. The constant fight or flight response is not good for our bodies and minds. When we calm down our bodies, like through breathing, we can calm down our minds which will help us attend to our daily activities better

Session 5: Summary, reflection and closing

Activity 1: Summary of day 2

Time allocation: 15 Minutes

Ask the participants to recall the following:

- 4 Essential skills in CFC
- Key messages and content covered in pregnancy
- Understanding the Emotions Basket

Activity 2: Reflection on the day

Time allocation: 15 Minutes

Ask the participants:

- What was your most significant learning today?
- What are you most surprised to have learn?
- What do you now think a bit differently about?

It is important for participants to sift through for themselves what was significant or new or interesting. This helps recall and understanding.

Thank the participants for their participation and contributions and remind them of their value:

- They already have practical skills on how to work in difficult situations
- They can contribute to the training from their own experience and knowledge
- They already know and understand the strategies and resources in their communities
- They are valuable to shaping their communities

Remind participants to read through the relevant sections of the participants manual in order improve understanding of the key concepts of the CFC package.

Day 3



Day 3

Objectives

By the end of the day, participants will:

- Understand the fundamentals of CFC for caregivers with babies 6months and older.
- Understand how to be prepared and care for yourself in delivering CFC.
- Know how to complete the practical evaluations.

Timetable

Session	Detail	Time Allocation
Session 1: Opening and recap		30 minutes
Activity 1	Prayer and welcome	5 minutes
Activity 2	Today I feel	25 minutes
Session 2: CFC 6-12 Months – A focus on daily routines		90 minutes
Activity 1	Key challenges: 6 to 12 Months	5 Minutes
Activity 2	Key CFC message: 6 to 12 Months	10 Minutes
Activity 3	Connect with caregiver	15 Minutes
Activity 4	Support for caregiver	15 Minutes
Activity 5	Connect with child	15 Minutes
Activity 6	Support for child	15 Minutes
Activity 7	Counselling card: Daily Routines	10 Minutes
Activity 8	Role play	30 Minutes
Session recap		5 Minutes
Session 3: CFC 12-24 Months – A focus on the Wrapper of support		120 minutes
Activity 1	Key challenges: 12-24 Months	5 Minutes
Activity 2	Key CFC message: 12-24 Months	10 Minutes
Activity 3	Connect with caregiver	15 Minutes
Activity 4	Support for caregiver	15 Minutes
Activity 5	Connect with child	15 Minutes
Activity 6	Support for child	15 Minutes
Activity 7	Counselling card: Wrapper of Support	10 Minutes
Activity 8	Role play	30 Minutes
Session recap		5 Minutes
Session 4: Preparation, Consolidation and Evaluation		120 Minutes
Activity 1	Managing difficult situations	20 Minutes
Activity 2	Planning your work schedule	20 Minutes
Activity 3	Practicing self-care	20 Minutes
Activity 4	Supervision and scope of work	20 Minutes
Activity 5	What we learned	30 minutes
Activity 6	Evaluation	10 minutes
Session 5: Reflection and closing		30 Minutes
Activity 1	Meeting expectations	15 minutes
Activity 2	Reflection on the week	10 minutes
Activity 3	Closing	5 minutes

Equipment

- Pens and markers
- Cards/paper

- Baby blanket or wrapper (3 or 4)

Session 1: Opening

Activity 1: Welcome and prayer

Time allocation: 5 minutes

- Welcome participants back to the course and thank them for their attendance.
- Begin with a local appropriate prayer.
- Remind participants about the key housekeeping rules.
- Remind participants about the comfort agreements the team established during day 1.

Activity 2: Energiser – Today I feel

Time allocation: 25 Minutes

Steps:

1. Everyone stands in a circle facing inwards.
2. The person to start says “Today I am feeling (action to demonstrate how they feel)”.
3. The group responds by saying “Today (name) is feeling...(mimic the action).

Ask the group to bring any key thoughts, comments, questions that arose over the evening.

Note these on a flipchart; make space to discuss them as relevant over the day.

Invite participants to share anything that they can recall as important from Day 2.

[Link to content and closing:](#)

Outline day 3 linking it with what was covered in days 1 and 2.

Session 2: CFC 6-12 Months – A focus on coping strategies

Activity 1: Key challenges – 6 to 12 Months

Time allocation: 5 Minutes

Ask the group to begin by identifying key challenges that the caregiver experiences during the 6 to 12 month period. Understanding the shifts and unique challenges caregivers experience during the period aids in frontline workers abilities to support caregivers during this period.

Refer participants back to page 41 of the Participant manual ensuring the listed content is covered.

Activity 2: Key CFC Messages

Time allocation: 10 Minutes

Run through the key messages across Connect and Support that CFC aims to achieve during this period, listed in page 42 of the manual. Ask participants if there are any additional key messages they feel should be covered during this period.

Activity 3: Connect with caregiver - Training Summary and Practice Guide

Time allocation: 15 Minutes

Highlight the key differences and strategies at this age and three type of emotional support needed during this period and the CFC materials that can be used to aid in discussions about changing needs, sharing caregiving responsibilities and using daily routines as opportunities for social interaction (refer to pages 43 and 44 of the manual).

Discuss how these key differences can affect the caregiver and encourage the caregiver to engage in those activities that support her wellbeing.

Activity 4: Support for caregiver - Training Summary and Practice Guide

Time allocation: 15 Minutes

Discuss any new support needs that the caregiver may have during this period and guide them to seek out assistance and support. Work through the Support content on and link participants to the CFC materials that can be used pages 43 and 44 of the manual.

Activity 5: Connect with child - Training summary and Practice Guide

Time allocation: 15 Minutes

Highlight the impacts that a connected caregiver has on their child during this period. Discuss with the caregiver activities that they can engage in to improve their capacity for attentiveness and how to support communication development with her child. Refer to pages 43 and 44 in the participant manual.

Activity 6: Support for child - Training summary and Practice Guide

Time allocation: 15 Minutes

Caregivers that are better supported are better able to understand the developmental capacities of baby and better able to read and respond to their needs. CFC materials listed on page 44 can be used to explore the child's capacities at this age and strategies caregivers can use to involve the baby into family activities.

Activity 7: Counselling card: Daily Routines

Time allocation: 10 Minutes

The Daily Routines counselling card has been created as both an information card and a tool to stimulate discussion about caregiver support needs. Discuss the importance of establishing a routine for baby and caregiver. Read through the content listed on the back of the counselling card with training participants.

Activity 8: Role Play: Daily Routines

Time allocation: 30 Minutes

In this activity, participants will use the 'This is my day' worksheets and sunrise-sunset chart provided in the appendix of this manual.

Steps:

1. Hand out the 'This is my day' worksheet to each participant
2. Ask them to complete what their daily plan would look like for them as a frontline worker.
3. Now ask them to fill in the column called nourishing/ draining? Explain that nourishing activities are activities that make a person feel good, or are good for their health, while draining activities are those that make you feel tired, sad or frustrated.
4. Are there periods of the day that are very full of draining activities?
5. Are there periods of the day where a where you could do some nourishing activities?

[Link to content and closing:](#)

Frontline workers will use a version of this activity to teach caregivers how to plot their daily routines, periods of activity, and identify spaces for periods of rest or nourishing activities.

Session 3: 12-24 Months – A focus on the Wrapper of support counselling Card

Activity 1: Key challenges – 12 to 24 Months

Time allocation: 5 Minutes

Ask the group to begin by identifying key challenges that the caregiver experiences during this period. Understanding the shifts and unique challenges caregivers experience during the period aids in the frontline workers abilities to support caregivers. Refer participants back to page 46 of the Participant manual.

Activity 2: Key Messages

Time allocation: 10 Minutes

Run through the key messages across Connect and Support that CFC aims to achieve during this period, listed in page 47 of the manual. Ask participants if there are any additional key messages they feel should be covered during this period.

Activity 3: Connect Training summary and Practice Guide

Time allocation: 15 Minutes

Highlight the key differences and strategies at this age and three type of emotional support needed during this period and the CFC materials that can be used to aid in discussions (refer to pages 48 and 49 of the manual).

Discuss how these key differences can affect the caregiver and encourage the caregiver to engage in those activities that support her wellbeing.

Activity 4: Support Training summary and Practice Guide

Time allocation: 15 Minutes

Discuss any new support needs that the caregiver may have during this period and guide them to seek out assistance and support. Work through the Support content on as well as the CFC materials that can be used pages 48 and 49 of the manual.

Activity 5: Connect with child - Training summary and Practice Guide

Time allocation: 15 Minutes

Highlight the impacts that a connected caregiver has on their child during this period. Discuss with the caregiver activities that they can engage in to improve their capacity for attentiveness and how to support communication development with her child. Refer to pages 48 and 49 in the participant manual.

Activity 6: Support for child - Training summary and Practice Guide

Time allocation: 15 Minutes

Caregivers that are better supported are better able to learn about social behaviors, harsh parenting and harmful practices. CFC materials listed on page 49 can be used to explore the child's capacities at this age and strategies caregivers can use in shaping child behavior in a gentle way.

Activity 7: Counselling card: Wrapper of Support

Time allocation: 10 Minutes

The wrapper of support counselling card has been created as both an information card and a tool to stimulate discussion about caregiver support needs. Discuss the 7 key components of support, what the wrapper represents at different stages to the caregiver and how the wrapper can be used to facilitate family discussions. Read thorough the content listed on the back of the counselling card with training participants.

Activity 8: Role play: Wrapper of Support

Time allocation: 30 Minutes

On day 1 the frontline workers discussed how a blanket or wrapper is used to protect and comfort a baby and represents how the caregiver supports the baby. In the same way, the blanket represents and acknowledges the support and protection needed by the caregiver, so that she can support the baby.

Break participants up into smaller groups (3-4):

- Ask each member of the group to hold the blanket the same time
- Ask each person to represent any of the following roles, mother of a 12 to 24 month old, child, grandmother, father, grandfather
- What might their respective views on the caregiving be?
- What support does each need?
- What support does each offer?

Discuss as a group the following points:

- What might be the joint wishes for the child, the caregiver and the family

Figure 5: Discussion following roleplay during pilot training in Sierra Leone, 2018

[Link to content and closing:](#)

Blankets represent comfort and closeness and can be used to discuss different aspects around support for the caregiver and child. In some conflict situations it is useful to direct attention away from the main problem and focus on the joint wishes of the family for the child. The blanket of support can be used to introduce the idea of the baby back into the conversation and that the wellbeing of the baby is everyone's collective goal.

[Session Recap](#)

Time allocation: 5 Minutes

Facilitator uses 5 minutes to identify from the role plays ways in which the Blanket of support were used.

Session 4: Preparation, Consolidation and Evaluation

Being prepared is about more than mastering the tools, strategies of CFC or knowing how to do the activities. It is also about thinking and planning to make sure you are emotionally and practically prepared for this doing CFC work. You will need to prepare a good support system of self-care and debriefing.

Activity 1: Managing difficult situations

Time allocation: 20 Minutes

Break up the participants into 3 or 4 groups. Provide each group with a scenario and ask the group to workshop ways of managing such situations.

Example of scenarios:

Scenarion1: Teenage mother whose baby was born out of wedlock and family is not accepting or supportive of the baby.

Scenario 2: Family living in abject poverty with limited access to services.

Scenario 3: Mother has passed away and grandmother is now the primary caregiver.

Scenario 4: Caregiver is caring for a number of small children.

Scenario 5: Primary caregiver works during the day and the child stays with a minder.

Allow a few minutes at the end for groups to feedback their discussions to the whole group.

[Link to content and closing:](#)

Read through the principles for approaching difficult situations as listed in the participant manual on pages 52 to 56.

Activity 2: Planning your work schedule

Time allocation: 20 Minutes

Discuss with participants as a group:

- *What should you consider when creating a schedule of your day?*
- *What factors should be considered in making the schedule work for yourselves?*

[Link to content and closing:](#)

Read through guidelines provided on page 57 of the participant manual.

Activity 3: Practicing self-care
Time allocation: 20 Minutes

For this activity, participants will need their 'This is my day' and 'caring for myself' worksheets, these can be found in the appendix. Looking at their worksheets, explain to the participants that it is as important it is for them to think about caregivers' wellbeing, they are also caring for and supporting caregivers and others. To be strong enough to care for others they need to care for themselves too.

Discuss with participants the importance of taking care of yourself, what it means to become **burnt-out** and what happens when you become **physically tired**

[Link to content and closing:](#)

Just as we ask caregivers to look after themselves so these task are also important for us to practice to sustain our capacity to care. Read though the principles and golden rules of self-care on page 58 of the participant's manual.

Activity 4: Supervision and scope of work
Time allocation: 20 Minutes

Provide the participants with the implementation planning worksheet, found in the appendix. Discuss an example of what they next steps are that they need to think of before implementing CFC in their community. Provide them with time to create a step-by-step plan of what they are going to do to implement CFC in the next few weeks.

Think about **what** needs to be done, **who** needs to be contacted/help/do it and **when** it needs to be done by.

Explain your role as a supervisor to the frontline workers:

- Providing support to the frontline workers
- Assist in problem-solving in difficult situations or cases
- Assist in developing the referral network and pathways if necessary
- Review the Competency Checklist and Evaluation Form

Explain how and when they can contact you should they require supervision.

[Link to content and closing:](#)

Remember that regular debriefing will allow you to feel supported. You will find that it helps to focus your attention, give you more energy, and allows you to put more effort into your job. It will also help you to build better relationships with your peer facilitators. Work through page 59 of the participant manual with the group.

Scope of work

It is important that front line workers understand the limits in their scope of work and their work includes and doesn't include. Read through page 60 of the participant manual.

Competency checklist

At the end of the training course, the frontline workers will leave having to complete practical sessions to practice the content and tools of CFC. Pair each frontline worker with another frontline worker in a similar community or area so that they can support each other during their practice period. Hand out the Competency Checklist (see appendix).

Steps:

1. Explain how the **Competency Checklist** will works and what details needs to be in each of the 4 columns

<p>Activity 5: What we learned Time allocation: 30 Minutes</p>
--

For this activity, the facilitator will need cards with activities from the week and tool headings on pages to review the activities that can be used with caregivers that were learned or experienced by participants during the week.

Steps:

1. Prior to the session, write each of the activities used during the training on individual cards. Stick the activities cards around the room.
2. Have the headings Connect with caregiver, Support for caregiver, Connect with child, Support for child on 4 open spaces.
3. Ask the participants to put each activity under the tool that it belongs.
4. Allow time for discussion as to how activities may need to be adapted for their particular community.

[Link to content and closing:](#)

The aim here is to have participants leave the training with a clear memory of the content plus the tools and recall as much as possible.

Activity 6: Evaluation

Time allocation: 10 Minutes

For this activity, the facilitator will need evaluation sheets which can be found in the appendix to this manual.

Steps:

1. Provide each participant with an evaluation form.
2. Explain the purpose of the evaluation as a forum for providing feedback on their experience.
3. Ask participants to complete the form and return it.

Session 5: Reflection and closing

Activity 1: Meeting expectations

Time allocation: 15 Minutes

For this activity you require expectation cards used on Day 1 of the training.

Steps:

1. Read out the expectation listed on each card and discuss if it was met. Summarise the content related to this expectation if applicable.
2. Ask participants if they have any questions they would still like to ask.

Closing

Check and follow up on any issues not discussed or questions participants may have. Discuss what the group/ or participant will do to take this discussion further (When, with whom etc.)

Activity 2: Reflection on the week

Time allocation: 15 Minutes

Tell the story of **Anansi the Spider** or **The Precious Gift**.

Story1: Anansi the spider

A long time ago Anansi, the spider, had all the wisdom in the world stored in a huge pot. Nyame, the sky god, had given it to him. Anansi had been instructed to share it with everyone. Every day, Anansi looked in the pot, and learned different things. The pot was full of wonderful ideas and skills. Anansi greedily thought, "I will not share the treasure of knowledge with everyone. I will keep all the wisdom for myself."

So, Anansi decided to hide the wisdom on top of a tall tree. He took some vines and made some strong string and tied it firmly around the pot, leaving one end free. He then tied the loose end around his waist so that the pot hung in front of him. He then started to climb the tree. He struggled as he climbed, because the pot of wisdom kept getting in his way, bumping against his tummy.

Anansi's son watched in fascination as his father struggled up the tree. Finally, Anansi's son told him, "If you tie the pot to your back, it will be easier to cling to the tree and climb." Anansi tied the pot to his back instead, and continued to climb the tree, with much more ease than before. When Anansi got to the top of the tree, he became angry. "A young one with some common sense knows more than I, and I have the pot of wisdom!"

In anger, Anansi threw down the pot of wisdom. The pot broke, and pieces of wisdom flew in every direction. People found the bits scattered everywhere, and if they wanted to, they could take some home to their families and friends. That is why, to this day, no one person has all the world's wisdom. People everywhere share small pieces of it whenever they exchange ideas.

Discussion:

Share one piece of wisdom you have gained and will share upon leaving the CFC training.

Story2: The Precious Gift

A wise woman who was travelling in the mountains found a precious stone in a stream. The next day she met another traveler who was hungry, and the wise woman opened her bag to share her food. The hungry traveler saw the precious stone and asked the woman to give it to him. She did so without hesitation.

The traveler left rejoicing in his good fortune. He knew the stone was worth enough to give him security for a lifetime. But a few days later, he came back to return the stone to the wise woman. "I've been thinking," he said. "I know how valuable this stone is, but I give it back in the hope that you can give me something even more precious. Give me what you have within you that enabled you to give me this stone." Sometimes it's not the material wealth you have, but what's inside you that others need.

Discussion:

Ask participants to share one gift that they feel the CFC training has given them this week

Activity 3: Closing

Time allocation: 5 Minutes

Close the week with acknowledgements, handing out certificates (if applicable), closing thoughts and prayer.



Figure 7: Picture from pilot training in Sierra Leone, 2018

Appendices

List of appendices:

1. Materials for CFC training
 - A. Day 2
 - B. Day 3
2. Additional CFC material
3. Additional Child development material

Training Evaluation: CFC training

Caring for the Caregiver: Training evaluation form

Date of training	
Name of trainer	

We would like to ask you a few questions about your CFC training.

1. What are the three most important things you learned during this training?

1	
2	
3	







2. What are the three areas in which you feel you need more support and practice after this training?

1	
2	
3	

3. Do you feel that the content of this training will change the way you work with pregnant women and caregivers of young children? If no, could you please tell us how to improve?

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4. How would you rate your knowledge and ability to carry out the following activities BEFORE training, and AFTER training:

						
0	1	2	Establishing confidante relationships with caregivers.	0	1	2
0	1	2	Teaching caregivers how to identify causes of stress.	0	1	2
0	1	2	Resolving conflicts within families.	0	1	2
0	1	2	The services available to caregivers and how to access them.	0	1	2
0	1	2	Asking caregivers to speak about their emotions.	0	1	2
0	1	2	Strategies for coping with stress (breathing and relaxation).	0	1	2
0	1	2	The importance of daily routines and how to establish them.	0	1	2

0	1	2	Speaking about support needs for pregnant women & caregivers.	0	1	2
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Caring for the Caregiver: Observation checklist for home visits

Family Identification	
Name of Quality Assurer	
Name of Frontline worker	
Date	

Please complete this checklist during your observation of a counselling session:

	Poor	Average	Good	Excellent
Introduction				
Polite and friendly greeting	0	1	2	3
Recaps from last session	0	1	2	3
Introduces session and explains its purpose	0	1	2	3
Counselling skills (Being a confidante)				
Is respectful	0	1	2	3
Maintains culturally appropriate eye contact	0	1	2	3
Uses simple language	0	1	2	3
Listens attentively	0	1	2	3
Uses non-verbal communication appropriately	0	1	2	3
Avoids gossips and presents as trustworthy	0	1	2	3
Is accepting and non-judgmental	0	1	2	3
Allows caregiver to ask questions	0	1	2	3
Answers questions appropriately	0	1	2	3
CFC Essential skills (Rate appropriate/ accurate use)				
Stress bucket	0	1	2	3
Resource mapping	0	1	2	3
ANPM model	0	1	2	3
CFC counselling (Rate appropriate/ accurate use)				
Emotions basket	0	1	2	3
Coping strategies	0	1	2	3
Daily routines	0	1	2	3
Wrapper of support	0	1	2	3
Closing				
Checks if there are any questions	0	1	2	3
Summarizes the session	0	1	2	3
Discusses action points	0	1	2	3
Discusses solutions to action points	0	1	2	3

Schedules next appointment	0	1	2	3
Subtotal				
Total	_____ /72 (%)			

Note for trainers:

Items in the AFTER column scored 0 or 1 should be the focus of practice in order to achieve competency during the 6-8 week period.

Establishing confidante relationships with caregivers.	0	1	2	Being a confidante
Teaching caregivers how to identify causes of stress.	0	1	2	Stress bucket
Resolving conflicts within families.	0	1	2	ANPM Model
The services available to caregivers, how to access them.	0	1	2	Resource mapping
Asking caregivers to speak about their emotions.	0	1	2	Emotions basket
Strategies for coping with stress (breathing/ relaxation).	0	1	2	Coping strategies
The importance of daily routines and how to establish them.	0	1	2	Daily routines
Speaking about support needs for pregnant women & caregivers.	0	1	2	Wrapper of support

Appendix 1: Materials for CFC training

A. Day 2

1. Conflict management scenarios

Conflict management: Scenario 1

A teenage girl is scared because she has just found out that she is pregnant, and she knows that her family will be angry with her for falling pregnant. Although she is scared, she would like to keep her baby and raise it. She is not sure how to approach her family to tell them about the pregnancy and ask for their help.

Think about ways to solve this girl's problem.

Conflict management: Scenario 2

A 3-month old baby starts crying because he is hungry. His mother goes to breastfeed him. Her mother-in-law approaches her and says that he is crying so much because he is still hungry and needs more than just breast milk, that he is not getting full. She advises the mother that she should start feeding the baby food. The mother heard at the clinic that she should exclusively breastfeed for the first 6 months and doesn't agree with this advice. She tells her mother-in-law what she learned at the clinic and the mother-in-law gets angry at her, saying that she knows better because she has already raised children. Both the mother and mother-in-law get upset with each other because each think that their way is right and the best for the baby.

Think of ways to manage this family conflict.

Conflict management: Scenario 3

Before she had a baby, this mother had a job in the local village that she really enjoyed. She worked during the day and returned home to her family every night. Her employer agreed to give her time off whilst her baby was young and that could return to her job when she felt she was ready. Now her baby is 6 months old and she would like to return to her job, but her family refuses for her to go back saying that she must care for her baby full-time and that they will not help look after the baby during the day.

Think of ways of helping to solve this problem.

2. Worksheet: This is my day

Think about and plot what you have to do in your day. What do you have to do for work, in your house, for your family, to care for yourself?

Time Spent	Activity	Nurturing ☺ Draining ☹

3. Worksheet: Caring for myself

Self-care activities should help you feel:

- Relaxed: Letting go of or expressing stress, feeling calm
- Rested: Having more physical energy, getting enough sleep & exercise
- Renewed: Having more energy mentally, physically and spiritually
- Creative: Giving expression talents, wishes and dreams
-

When thinking about activities for relaxation and rest, remember to include something from each of the 6 need areas:

<p>My body</p> <ul style="list-style-type: none">• Rest and sleep• Good diet• Exercise• Avoiding illness• Quick responses to illness• Taking time off	<p>My mind</p> <ul style="list-style-type: none">• Development & learning• Feedings one's mind• Reading & attending workshops• Further education/training, technical supervision
<p>My sexuality</p> <ul style="list-style-type: none">• Sexual health• Protection• Awareness of status	<p>My feelings & emotions</p> <ul style="list-style-type: none">• Recognising and dealing with my feelings• Counselling, supervision and debriefing• Setting limits to my work
<p>My social life</p> <ul style="list-style-type: none">• Making time for healthy relationships (friends/family, fun)• Peer support, support groups, hobbies, leisure activities	<p>My spirituality</p> <ul style="list-style-type: none">• Meditation or prayer• Religious or traditional practices• Worship• Quiet time

Think about what you feel you need to add to your day to improve your self-care. What small things can you add to these areas of your life? Remember that this plan could change over time as your needs change.

Area of my life	My plan
My body	
My sexuality	
My feelings & emotions	
My mind	
My social life	
My spirituality	

B. Day 3

1. Implementation planning worksheets

Implementation planning Worksheet				
Use this worksheet to plan out the steps you need to take before implementing CFC				
Step Number	Description	Who do you require support from to complete this step	Completion required by (date)	Comments

2. Evaluation form

Participant details			
Date:		Participant no	
Organisation:		Position:	
Training type:	Training of trainer		Frontline workers (CHW)

Detailed Training evaluation

***NOTE TO TRAINERS** when running CFC for the first time, it may be helpful to illicit more detailed feedback on participant experience so that you can adapt and improve the training. This alternative evaluation form can be used in those cases.

Thank you for taking part in this programme. We would like to find what it was like being part of this training programme, and how we could design and implement the programme better.

SECTION 1 - TRAINING ENGAGEMENT

We would like to speak with you about how you found the training of this new programme. Please remember that it would be most helpful for us to hear about what you really think, because if there are things that were good or things that were not so easy for you we would like to hear about them. We can then work to change the programme and make it work better. Please remember that we won't be upset if you say there was something that you did not enjoy. We require honesty so we can improve things for other trainings.

1.1. Could you describe what your thoughts were when you were asked to be part of this training for the CFC programme?

1.2. Do you feel that the CFC programme is relevant to your country? Please elaborate and tell us why you feel this way?

1.3. What are the main things about the CFC training programme that worry/concern you?

1.4. What were the most useful/interesting/ exciting parts of the CFC training programme?

1.5. What were your expectations for this training, and were these expectations met?

SECTION 2 – TRAINING EXPERIENCE

The programme was delivered in a group format and you had a trainer training you on the CFC programme. We know that some people find it easy to meet in a group to share and learn as they make new friends and get extra support, and for them the group process feels fun and supportive. Some people worry about what others might think of them and might not enjoy being open in front of others. It is different for different people. We would like to talk to you about your group experience so that we can look at all of your experiences together and see how the programmed worked overall.

2.1 What was it like learning as part of a group?

2.2 Did you feel like you could ask questions and give your opinion?

2.3 Was there anything that happened in the groups that made you feel uncomfortable?

2.4 Are there things that the trainer could do to improve in their training skills?

SECTION 3 – CONTENT OF THE PROGRAMME

KEY CONSTRUCTS: content of sessions; memory of content; usability; value of information

It is important to us that you found the content of the sessions interesting and that you were able to use the information you learnt to teach others. People learn in different ways – some people learn well by listening and discussing, while others learn better by seeing pictures or practising skills. We would like to find out what your experience of the content of the programme has been, so that when we look at all of the experiences together, we can use this information to make the programme better.

3.1 Is there a session which you felt was particularly helpful to teaching the CFC package?

3.2 Do you feel you have enough practical knowledge to implement CFC in your community? Please elaborate on why you feel this way.

3.3 Were there any sessions that you feel were not that useful? Were there sessions or content that could possibly be omitted for other trainers doing this programme in the future?

SECTION 4 – INTEGRATION OF CFC

* NOTE TO TRAINERS if you have combined CFC training with another programme like CCD it may be helpful to elicit feedback on how this worked for participants and how they see being able to implement the two together.

CFC is a programme which was designed to add content about caring for caregivers to training on CCD, which is something new to CCD. When you think about the routine services that you are involved in (nutrition, breastfeeding, WASH) do you think it would be feasible to integrate CFC into that routine work.

4.1 When you think about your own personal opinion/ beliefs/culture can you tell us:

Reasons why I should use CFC	Reasons I shouldn't use CFC

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4.2 When you think about the practical situations in which you work, can you tell us:

Reasons I feel CFC could be integrated into the work I do:	Reasons I feel it will be difficult to integrate CFC:
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4.3 Do you have anything else to tell us about your experience of this training which you feel might be helpful for future training sessions?

Thank you for your time and participation.

3. Competency Checklist

COMPETENCY TASKS				
Session	Practical Requirements	Practical Evaluation	Completed	Supervisor Signature
1: Essential Skills	Log 2 hours practice time on the 4 Essential skills using the activity cards	Present to supervisor key aspects of each skill and how activity cards will be used.		
	Log 2.5 hours practice with a peer on talking points and script	Supervisor observes role play and provides feedback		
2: Counselling Skills	Log 2 hours practice time on the 4 counselling skills using the activity cards	Present to supervisor key aspects of each skill and how activity cards will be used.		
	Log 2.5 hours practice with a peer on talking points and script	Supervisor meets with you to role-play a Session and provides feedback		
3: Pregnancy	Log 2 hours practice time delivering the material and developing your scripts	Present to supervisor content to be covered in sessions for feedback		
	Log 2 hours practice with a peer on talking points and script	Supervisor meets with you to role-play a session and provides feedback		
4: Birth to 6 months	Log 2 hours practice time	Present to supervisor content to be covered in sessions for feedback		
	Log 2 hours practice with a peer on talking points and script	Supervisor meets with you to role-play a Session and provides feedback		
5: 5 to 6 Months	Log 2 hours practice time delivering the material and developing your scripts	Present to supervisor content to be covered in sessions for feedback		
	Log 2 hours practice with a peer on talking points and script	Supervisor meets with you to role-play a Session and provides feedback		
6: 12 to 24 Months	Log 2 hours practice time delivering the material and developing your scripts	Present to supervisor content to be covered in sessions for feedback		
	Log 2 hours practice with a peer on talking points and script	Do a role play with a volunteer caregiver, arranged and observed by supervisor		
Practical hours completed: 25		Evaluations completed:6	100%	

Appendix 2: Additional CFC material

1. Caring for the caregiver

Additional Activity: Nourishing activities

Time allocation: 15 Minutes

Feelings are natural. Feelings are just feelings – we don't have to call them “good” or “bad”, but it is a good idea to learn how to cope the best way we can with feelings that overwhelm us. There are also many negative ways of dealing with overwhelming feelings: using alcohol, drugs, or harming yourself in some way. There are also many simple ways to look after your emotions every day.

Steps:

Ask the participants to identify:

1. What self-care activities are you already doing in you day?
2. What other ideas for self-care activities can you think of?
3. What do people do in your community to care for themselves or cope?

Write these ideas under the coping strategies ‘tap’ on the stress bucket poster.

Some prompts for discussion: Breathing, taking some time out/ a break, talking to a friend, doing activities that make you happy (singing, praying, dancing, going for a walk).

Closure:

Provide the participants with the following steps for coping with emotions:

1. Being aware of feelings – name them.
2. Identify support and help.
3. Take small actions that support you daily.
4. Feeling confident that even when feeling emotionally overwhelmed, you are able to do some simple steps calm yourself.
5. Once calm, you can plan the next steps to take.

Additional Activity: Deep breathing

Time allocation: 5 Minutes

This activity helps participants to understand the impact of stress on the body and how to calm down in the moment.

Steps:

4. Ask the frontline workers to share what they feel in their bodies when they are stressed, anxious, upset or angry. This could include making fists, rapid heart rate, shallow breathing, shaking, difficulty concentrating.

5. Now ask all to the participants to sit comfortably on their chairs, on the floor or even lie down on their back and follow your instructions:
 - Close your eyes
 - Put one hand on your chest and one hand on your belly
 - Breath in through your nose for 4 counts
 - Hold the breath for 2 counts
 - Breath out through your mouth for 4 counts
 - Repeat the breathing slowly and steadily a few more times
 - When you feel calm, open your eyes again

Closure:

It is important to understand that stress is a normal experience for humans. When we are faced with danger we respond with a fight or flight response – we either become ready to defend ourselves or to run away. Even when we don't face life-threatening danger, we are often exposed to stress and our bodies respond in the same way. The constant fight or flight response is not good for our bodies and minds. When we calm down our bodies, like through breathing, we can calm down our minds which will help us attend to our daily activities better

Activity: Caring for the caregiver playing cards

Time allocation: 30 Minutes

In this activity you will use the caring for the caregiver playing cards.

Steps:

1. Divide the participants into 4 or 8 smaller groups.
2. Handout the cards, giving 1-2 cards per group.
3. Ask the group with each card to name what they see on the card. A discussion point is linked to each card.

Card 1: Emotional support Discuss why emotional support is important for caregivers during pregnancy, with babies and young children.	Card 5: Self-care Discuss what activities a caregiver does in the day that can also be used to care for his/herself?
Card 2: Problem-solving Discuss different ways that problems can be solved.	Card 6: Social support Name a few ways that caregivers can get social support.
Card 3: Daily routines Discuss why a daily routine is important for caregivers with babies and young children.	Card 7: Relaxation Discuss what a caregiver can do to relax in the day?
Card 4: Family support Name a few ways that caregivers can get support from their family.	Card 8: Community support Name places that a caregiver could access in the community for support.

What gets in the way? What might cause women not to access vital things that they need to care for their own and their baby's health during pregnancy? What internal barriers? What external barriers?

Activity: Making your own toys

Time allocation: 60 Minutes

Steps:

1. Show the participants a selection of example homemade toys
2. Provide a table of recycled materials and craft equipment.

Invite each participant to select an age group and make a toy relevant for that age, considering the age and skills of the child

Making a ball



Need:

- 5 bread bags
- Piece of plastic mesh from a bag of oranges

Instructions:

- Take 4 bread bags and scrunch them up together. Put them into the 5th bag and make sure that there is no air left in the bags.
- Close the top of the 5th bag and squeeze any excess air out.
- Tie the bag and cut off the top so that there is only a short stub left.
- Take the mesh and place the ball of bags into it.
- Twist the top of the mesh bag around and fold the rest of it over the ball.
- Tie the mesh and cut off any excess.

Some ideas for playing:

- Hold the ball and name it clearly for the child.
- Roll the ball to the baby across the floor. She will not be able to catch it yet, although she may enjoy throwing it.
- Hide the ball behind your back and say, “where is the ball?” Keep it there for only a few seconds and then bring it out and say, “Here it is!”
- Roll the ball along the floor out of the baby’s reach and encourage her to go after it. You can also crawl along the floor with your baby to try and get to it before she does. Pretend that you are going to beat her, but allow her to get the ball.
- Go outside with the ball and let the baby throw it.
- Throw the ball high up in the air and say “up” or “high” to show the ball is going up.

Making a rattle



Need:

- Plastic bottle
- Small objects

Instructions:

- Use any container, such as a clean empty plastic bottle with a lid.
- Find small objects to put into the container such as small stones or beads or rice.
- Your baby may be able to help by putting the objects into the container one at a time. This will help them practise their fine motor skill and “pincer grip”. The action of holding a small object between fingers.
- Screw on the lid of the plastic bottle tightly. Make sure it is secure.

Making a posting box



Need:

- 1 large clean yogurt container with lid
- 6 different size plastic bottle lids

Instructions:

- Make sure that your yogurt container and plastic lids have been washed and are clean.
- Take the lid of the yogurt container and 2 lids that are different in size. Place the plastic lids onto the lid of the yogurt container and draw around it with your marker.
- Using your scissors cut out the 2 circles made from the lids.
- Place the yogurt lid back onto the container.
- You now have your post-it ready to play with.

Some ideas for playing:

- Sit with your baby on her blanket and place the yogurt container in front of her with the plastic bottle tops inside. Shake it and say, “what’s inside?”
- Open up the container and pour the bottle tops onto the blankets and say, “look there are bottle tops inside”.
- Show your baby how to place the different size bottle tops into each of the holes.
- Help her initially and then let her try by herself. She may need some help from time to time. Keep encouraging her and say “well done” when she gets it right and clap your hands.
- Sort the bottle tops out into their different colours. Say, “this is red and “this is blue”.
- When she has put all the bottle tops into the posting box, open up the yogurt container and start again.

Making a threaded dangle mobile



Need:

- Different colour plastic lids from bottles
- A piece of string or plastic thread from an orange bag

Instructions:

- Collect plastic bottle lids and when you have about 5 – 10 give them a good wash.
- With your scissors make a hole in the middle of each of the lids.
- Cut a piece of string or cord that is about ½ a meter in length. Thread the plastic bottle lids onto the piece of string and when you have put the last lid on tie a knot around the lids so that it is secure on the string.
- On the other end of the string tie one last bottle top to the end. This is to keep the bottle tops from coming off the string.

Some ideas for playing:

- Have baby lie on her back and dangle the string above her face, close enough for her to be able to reach out and grab it.

Activity: linked to toy making
Time: 30 minutes

Steps:

1. Ask each participant or group to demonstrate the use of their toy, highlighting what the developmental milestone of the child is at that age and what they could learn from the toy and game.
2. Evaluate the toy on the following criteria:
 - How attractive is it for a young child?
 - How easily can the young child hold it?
 - How does the size, whether it is sharp or smooth, or edible affect its safety?
 - How safe is it for children in different age groups?
 - What age child would most like it?
 - What might the child learn by using it? Consider the physical, social, emotional and intellectual skills the child might learn.
 - How could playing with the toy affect the interaction between the caregiver and child?

Appendix 3: Additional Child development material

1. Child development experiential learning

Activity: Experiential learning - understanding child development
Time allocation: 45 Minutes

During this activity you will use 4 child development cards as listed below.

Steps

1. Divide the participants into 4 larger or 8 smaller groups.
2. Handout the cards of the illustrations from the *Caring for Child Development* card pack that shows the 8 core practices influencing child development.
3. Ask each group with to name what they see on the cards allocated to them. The following questions are linked to each card:

Card 1: Breastfeed for health and bonding <ul style="list-style-type: none">• Name the benefits of breastfeeding for the baby.• Name the benefits of breastfeeding for the mother	Card 2: Sleep helps brain grow <ul style="list-style-type: none">• How do you feel when you have not had enough sleep?• Does changes in sleep affect your mood and work?
Card 3: Responding builds trust <ul style="list-style-type: none">• How do babies calm down when	Card 7: Playing is learning <ul style="list-style-type: none">• Why is play important?

<p>they are young?</p> <ul style="list-style-type: none"> • How do adults help soothe babies when they are young? 	<ul style="list-style-type: none"> • Give examples of playing to teach: <ul style="list-style-type: none"> ○ Big movements (gross motor) ○ Using hands (fine motor) ○ Thinking (cognitive) ○ Social skills
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Activity: Learning happens in conversations

Time allocation: 15 Minutes

Steps:

1. Divide the participants into 2 groups.
2. Ask one group to go outside the room. Tell them that they will be paired up with someone else who will talk to them, but after about 30 seconds they need to stop paying attention, i.e. turn away, do something else, break eye contact, fidget.
3. Tell the group in the room to think of a topic that they are interested in and enjoy talking about.
4. Call the group back inside, pair them with someone from the inside group.
5. Let the groups follow their instructions for a few minutes.

Discussion

- What was it like to not be listened to? How did you feel?
- What was bad conversation or communication techniques?
- What makes good conversation techniques?

Additional Activity: Moving and exploring builds bodies

Time allocation: 15 Minutes

Steps

1. Pack the chairs into an 'obstacle course' with a
2. Give 3 people blindfolds to wear and pair them with a 'sighted' person.
3. Give 3 pairs ties or bands and ask them to tie a right leg to left leg to make them 'three-legged'.
4. Ask the participants to go through the chair obstacle course blindfolded and guided or three-legged.

Discussion

- How did it feel to do the obstacle course, as the three-legged pair and the sight-blind pair?
- What did you do to make it easier?
- How is this similar to young children? (having to always follow what an adult says, being led, feeling clumsy)

As children grow, their bodies develop. During this time, they may feel like they cannot always do things like they want to. They may feel clumsy, but by trying to do things over and over again, they master their movements and bodies.

Additional Activity: Talking and doing teaches language

Time allocation: 15 Minutes

Steps

1. Divide the participants into groups of 4.
2. Place a pile of cards with names or pictures of objects in the centre of the group.
3. Have participants take turns describing the words on the cards for their group members to guess.
4. The group member who guesses correctly keeps the card in an attempt to have the most cards at the end of the game.

Activity: Safe environments

Time allocation: 20 Minutes

For this activity participants require the health and development cards.

Babies and children need to be safe while they play and explore their world. As their skills develop, the places they play changes. It is important to be able to identify safe play environments and things that may be harmful for babies and children.

Steps:

1. Divide the participants into 5 groups.
2. Allocate an age to each group.
3. Ask each group to discuss what unsafe things may be in play spaces at each of these ages.
4. Look at the **health and development** poster for ideas of unsafe things per age.

It is important that caregivers understand that the physical space around a child needs to be safe and that as the child grows, there are different safety risk factors for the child.

Discussion

- How is this similar to how children learn language?
- What can adults do to help develop children's language?

In the same way that it was difficult to describe objects, children may find it difficult to make themselves understood when they try and describe things around them. By adults identifying

and naming objects in the environment, children learn language and how to communicate better.

Additional Activity: Play - Watch, wait and follow

Time allocation: 25 Minutes

Steps:

1. Ask the participants to take 3-5 minutes to think about what they can use in the room or on their body to make sounds or music, i.e. clapping hands, snapping fingers, singing, banging a bottle.
2. Ask them to 'play' their musical instrument on the count of 3.
3. After 1-2 minutes, stop the group.
4. Now ask one person to start and set a rhythm.
5. Tell person next to them to pick up the rhythm and add their instrument.
6. Continue until the whole group has joined in and is playing a single rhythm or 'song' together.
7. After a few minutes, signal for them to stop.

Discussion:

- Ask the group to reflect on the 2 different experiences.
- What was the first experience like? Chaotic?
- Why did the second attempt work better?
- How could this 'watch, wait and follow' be used with caregivers and children?

In order to have play that helps with learning, sometimes one needs to watch what a child is doing when they play, see what they do with different objects or toys and slowly join in to support further learning.

Additional Activity: Watch what I can do

Time allocation: 25 Minutes

In this activity, participants will use the *Games and toys* posters and the Health and development cards.

Using the Health and development cards identify what the child should be able to do at this stage.

Discuss how one would identify physical and cognitive delays in the child.

It is important to know what a child should be doing at each developmental age in order to identify if the child is lagging.

Additional Activity: Positive and negative parenting
Time allocation: 25 Minutes

It is important to understand the role of parenting methods in shaping behaviour in young children.

Steps:

1. Divide the participants into a positive group and a negative group.
2. Ask the positive group to list the positive discipline or parenting methods that they have used or know that other people in their community use. Ask the negative group to list the negative discipline or parenting methods that they have used or know that other people in their community use.
3. Allow the group to share their methods and record these on the chart paper.

Discussion:

For each method listed, discuss what a child will learn from that technique.

Discipline Methods Used	What Children Learn
<ul style="list-style-type: none">• Spanking• Yelling• Threatening• Punishment• Time-out, naughty chair• Withdrawal of privileges• Lectures• "I've told you a hundred times"• Withdrawal of love• Praise• Rewards• Over-protecting• Rescuing• Giving in• Giving up	<ul style="list-style-type: none">• It is okay to hit people• Tune out (don't listen)• Don't believe you mean what you say• Fight/flight• Resist or rebel• Think about how to get even or how to avoid getting caught• Power struggles• Become an approval junkie• Must get before giving• Entitlement• "I'm not capable"• No boundaries• I don't belong• Give up or seek love in dangerous places