



*Group Counseling on Nurturing Care for Early Childhood Development*



A guide for using Group counseling charts  
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**ChildFund**  
Zambia

**unicef**   
for every child

## **Introduction on how to use the Group Counselling Charts**

How you start group counseling sessions sets the tone for the next 20 to 40 minutes. You can spend that time getting everyone settled and waiting to start or you can use those 5 minutes with purpose

### **Requirements**

- No matter the activity you choose to start group counseling sessions, work to make sure it meets these requirements:
- Sometimes begin the session with a warm-up activity should be connected with the objectives for the session. For example if your session is focussing on feeding a child, start with a song about foods.
- Make sure you have all necessary materials in place
- Make sure you draw the attention of the group by hooking into the discussion you have prepared for them.
- Start group counseling sessions in a way that is routine. Having a beginning routine minimizes downtime.
- Keep your purpose clear
- **Ice Breakers should be brief and interesting**

As a facilitator your role is to help guide healthy group conversations by creating a safe, inclusive environment in which the parents/ Caregivers feel comfortable talking.

Keep the communication positive and ensure that the conversation is constructive and helpful to everyone involved. Always remember that people find it difficult to share their thoughts, feelings, and experiences in a group but be up to the task to encourage all caregivers in the group to participate.

### **Keep in mind the three golden rules**

1. Examining the Issues: Know what problem you are trying to address. Tell the group about it and make sure they are looking to address the same problem.
2. Acknowledging Opinions and Feelings: It is important to acknowledge when someone has an emotional stake in an issue. By addressing these emotional needs, you can better keep the conversation from escalating.
3. Decide How to Move Forward: Once everyone has the chance to voice their opinion on the problem, they can begin to voice their opinions on what they think the solution is (Prendville,P).

Ensure that the ECD group counseling Toy box with age appropriate toys for demonstration is available

*Always remember to check the understanding of the caregivers and give out the key messages of the session.*

### **Group formation**

4. Assess the potential member's readiness for a group experience
5. Select as group members persons who are maintaining at least one minimal primary interpersonal relationship
6. Select only persons who have relative absence of pathology or problems too extreme for group members to deal with. This factor
7. Determine the potential member's "fit" in the group. Ideally, the total group would be fairly heterogeneous (diverse) in terms of personality dynamics.

### **Principles of group Counselling**

1. The group facilitator should be sensitive to the needs of group members.
2. The facilitator should help members achieve a place of esteem for themselves in the group.
3. Always respond to group members in ways which grant responsibility, convey respect for the person, and a valuing of potential contributions.
4. Put in place a group discussion format that would allow individuals to experience the power of their own unique contribution in the peer relationship.

NOTE: The number of group counseling sessions is dependent on the type of the group pillar title, for pillars 1 and 2, it's a one-off group counselling session, for the caregivers with young infants /children the group meetings schedules are indicated below:

Scheduled routine group meetings

1. Group meeting 1. Caregivers with young infants, aged 1 to 2 months
2. Group meeting 2. Caregivers with Children age 3 to 4 months
3. Group meeting 3. Caregivers with Children, age 5 months

Opportunity group meetings

4. Group opportunity meeting 4. Caregivers with Children age 6 to 8 months
5. Group opportunity meeting 5. Caregivers with Children age 9 to 12 months
6. Group opportunity meeting 6. Caregivers with Children, age 1 year
7. Group opportunity meeting 7. Caregivers with Children, age 2 years and older (up to 5 years)

**Please further note that you need to introduce every topic and its purpose when done with the previous topic**

## Pillar 1: Pre- pregnancy and adolescent

### Steps/Notes to commence the session

1. Welcome and greet the group of the pre-pregnancy clients (Adolescent/Family planning Clients)
2. Do an ice breaker like singing a song or any other ice breaker (optional)
3. Introduce the purpose of the session

### **Pillar I: Purpose – To enhance understanding of the importance of upholding good behaviours and practices to promote good health for Adolescents and Pre-pregnant clients**

Pre- pregnancy clients (Adolescent/Family planning Clients)	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"><li>• Adolescents should be counseled separately from older Family planning clients and pick appropriate key messages for each category</li><li>• Group picture discussion<ul style="list-style-type: none"><li>- What can you see in these pictures?</li><li>- What do these pictures portray or mean to you?</li><li>- Thank them for their responses or praise them if responses are correct.</li><li>- Then give appropriate feedback using the key messages</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Adolescents/pre-pregnancy adults need to stay healthy by eating healthy and nutritious food</li><li>• Pre-pregnancy women, knowing your nutrition status is very important before planning for a baby</li><li>• Checking your Body Mass Index (BMI) or Adult Mid Upper Arm (MUAC) readings [How fat or thin measurements] regularly is important in knowing one's nutrition status. If you are malnourished it's not good to plan to have a baby, the baby may be negatively affected for proper development even before birth.</li><li>• Exercise in addition to eating nutritious balanced diet foods is very essential for your health</li><li>• Ensure you avoid risk behaviors /practices to avoid exposure to diseases like HIV &amp; STIs</li><li>• You need to avoid drug and alcohol abuse, this can generally compromise your behavior /health status.</li><li>• Seeking medical checkup and knowing your HIV status (HIV testing) is very important. HIV infection weakens one's immunity and subsequently weakens the body's defense response to other infections. If HIV positive start getting treatment.</li></ul> <p><b>NOTE:</b> In addition to the above, administer the following for adults only:</p> <ul style="list-style-type: none"><li>• A woman should not be undernourished when planning for a baby, this will disadvantage the unborn baby.</li><li>• Man's health before planning to have a baby matters a lot for good child development, a man who is unhealthy according to science has altered reproductive ability (altered sperm chemical structure) if involved in conceiving a baby, the conceived baby will negatively be affected from the first day of conception.</li></ul>
<b>Check Understanding of the clients - -</b> Ask these questions: Why should you know your nutrition status? Why should you avoid risk behaviours / practices? Why is the health of a man important before planning for a baby (Adults only)?	<b>Materials:</b> Enlarged group counseling chart

## Pillar 2: Pregnancy

### Steps/Notes to commence the session

1. Welcome and greet the group of pregnant women .2. Do ice breakers like singing a song or any other ice breakers (optional). 3. Introduce the purpose of the session

### **Pillar 2 Purpose – To enhance understanding of the need and importance to be undertaking early childhood development activities during pregnancy for the benefit of the unborn baby**

Antenatal women (Pregnant women)	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• <b>Group picture discussion 1.</b> <ul style="list-style-type: none"> <li>- What can you see in these pictures?</li> <li>- What do these pictures portray or mean to you?</li> </ul> </li>   <li>• <b>Group picture discussion 2.</b> <ul style="list-style-type: none"> <li>- What are some of the good practices in the picture?</li> <li>- What are some of the bad practices in the picture?</li> <li>- Thank them for their responses or praise them if responses are correct. Then give appropriate feedback using the key messages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Good Maternal nutrition promotes good development of the unborn baby</li> <li>• Attend antenatal services, have your weight and /or Mid Upper Arm (MUAC) measurements taken [How fat or thin you are] during pregnancy is important as it helps to know your nutrition status and how the baby is growing</li> <li>• From 6 months of pregnancy talk and sing to your baby as part of stimulation, the baby is now able to hear in the womb</li> <li>• Massage the belly or let your partner massage your belly</li> <li>• Avoid heavy duties tasks/jobs and have more rests</li> <li>• Avoid stress or depression because these have negative effects to the unborn baby and the impact can be life long</li> <li>• Avoid high noisy places nor being shouted at, it negatively affects the unborn baby</li> <li>• Ensure you avoid risk behaviours /practices like smoking, alcohol</li> <li>• Sleep under ITN to prevent malaria, take malaria prevention tablets and iron tablets that helps to make blood strong</li> <li>• Repeated attacks of malaria or severe malaria, anaemia, HIV infection are risks that affect child development</li> <li>• Know your HIV status and access HIV treatment if positive</li> </ul>
<b>Check Understanding of the pregnant women -</b> Why is it important to check your nutrition status? Why should you talk and sing to your unborn baby? Why should you avoid risk behaviours / practices? Why is it important to avoid malaria, anaemia and HIV infection in pregnancy?	<b>Materials:</b> Enlarged group counseling chart

### Pillar 3: Feed the young infant/ child

#### Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose -** To increase awareness on recommended feeding practices for young infant/children age 0 – 2 months

#### Feed the young infant: Age 0 – 2 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Identify caregivers/mothers of children aged 0 to 2 months. If NOT present go to age group 2 to 6 months</li> <li>• If present, show group pictures for children aged 0 to 2 months and ask the following questions and discussion.           <ul style="list-style-type: none"> <li>-What can you see in this row of pictures?</li> <li>-Why is exclusive breast feeding important to babies aged 0-2 months?</li> <li>Why is the attachment and positioning of the baby important?</li> <li>How many times should a child be breastfed?</li> <li>-For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>• Give key messages</li> <li>• After key messages demonstrate using a doll or manique for demonstration on               <ul style="list-style-type: none"> <li>- <b>good attachment and position for breast feeding</b></li> <li>- <b>Let them practice using their actual babies</b></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Breastfeed whenever the baby shows signs of hunger - opening his mouth wide towards the breast, sucking fingers, or moving lips. Give ONLY breast milk to your child because:           <ul style="list-style-type: none"> <li>○ Breast milk is the best food for the baby, and the baby does not need any other foods or fluids for the first 6 months.</li> <li>○ Breast milk protects against infections.</li> </ul> </li> <li>• Position the baby correctly for a breast feed; hold the baby turned close to your body so that the baby attaches well to the breast.</li> <li>• The baby's mouth must be wide open, lower lip turned outward, darker part of the breast (areola) more above the breast than below and chin touching the breast</li> <li>• Provide ways for your baby to see, hear, move arms and legs freely and touch you. Gently soothe, stroke and hold your child. Look into baby's eyes and talk to your baby when you are breastfeeding. Be sensitive and responsive to the baby's needs.</li> <li>• Breastfeed your babies 8 or more times in 24 hours including at night. The more the child suckles the breast, the more milk is produced</li> <li>• <b>[If the baby is small (low birth weight), feed the baby every 2 to 3 hours. You should wake up the baby for feeding after 3 hours, if the baby does not wake her/himself. Small babies need lots of breast milk to catch up on the growth and development].</b></li> </ul>
<b>Check Understanding of the group caregivers/ mothers</b> - How do we know that the baby is hungry? What is the best way to correctly position the baby for breastfeeding? What are the signs that the baby is well attached to the breast? How often should breastfeed? What difficulties if any are you having with breastfeeding?	<b>Materials:</b> - Enlarged group counseling chart, A doll or manique for demonstration

## Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose -** To increase awareness on recommended feeding practices for children age 2 – 6 months

### Feed the child: Age 2 - 6 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Identify caregivers/mothers of children aged 2 to 6 months. If NOT present go to age group 6 to 8 months</li> <li>• If present, show group pictures for children aged 2 to 6 months and ask the following questions and discussion           <p>What can you see in this row of pictures?</p> <p>-Why exclusive breast feeding is important to children aged 2-6 months?</p> <p>- How many times should a child be breastfed?</p> </li> <li>• What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.           <ul style="list-style-type: none"> <li>- What feeding practices are being shown in these pictures? What positions of feeding are being shown?</li> <li>- For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Breastfeed whenever the baby shows signs of hunger - opening his mouth wide towards the breast, sucking fingers, or moving lips. Continue breastfeeding until the child is six months old.</li> <li>• Give ONLY breast milk to your child like because:           <ul style="list-style-type: none"> <li>○ Breast milk is the best food for the baby, and the baby does not need any other foods or fluids.</li> <li>○ Breast milk protects against infections and helps the child's brain to grow</li> </ul> </li> <li>• Breast feed the baby at least 8 times in 24 hours, including at night.</li> <li>• The more the child suckles the breast, the more milk is produced.</li> <li>• As you breastfeed, smile and laugh with your child. Talk to your child and provide ways for your child to see, hear, feel or move freely and touch you.</li> </ul>
Check Understanding of the group caregivers/mothers - How are you feeding the child? How often? How do we know that the baby is hungry? What difficulties if any are you having with breastfeeding?	<b>Materials:</b> - Enlarged group counseling chart

## Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose** - To increase awareness on recommended feeding practices for children age 6 – 8 months

### Feed the child Age 6 – 8 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Identify caregivers/mothers with children aged 6 -8 months. If NOT present go to age group 9 -11 months</li> <li>• If present, explain why there is need to introduce complementary foods</li> <li>• Show group pictures for children aged 6 to 8 months and ask the following questions <ul style="list-style-type: none"> <li>- What can you see in this row of pictures?</li> <li>- What feeding practices are being shown in these pictures?</li> <li>- What type of supplementary foods have you seen?</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Continue breastfeeding the baby as often as the baby wants</li> <li>• Now the baby has reached 6 months old, start giving <b>thick porridge, fruit and dark green vegetables</b> rich in vitamin A.</li> <li>• Every day if possible, start adding foods from animal sources like <b>meat, fish or kapenta, eggs, and yoghurt or milk or other dairy products</b> to meet the needs of the growing child</li> <li>• <b>Mash</b> the food so the child should eat it easily. Make sure that the food is thick and stays on the spoon</li> <li>• Give <b>2 to 3 tablespoons of food</b> and increase it to <b>½ cup (125ml)</b> of food at each meal giving <b>2 to 3 meals</b> each day.</li> <li>• Offer the child <b>1 or 2 snacks</b> each day between meals which the child seems hungry. <b>Fruits</b> like <b>bananas, pawpaw, mangoes</b> and other locally available fruits make a good snack.</li> <li>• Feed the child slowly and patiently while playing to encourage the child's interest in eating new foods</li> <li>• When the baby is sick offer nutritious favourite foods more frequently</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask about feeding the child: Still breastfeeding? What complementary foods? How is it prepared? How many meals and snacks each day? What measurement of food should you give your child? What difficulties, if any, are you having?	<b>Materials:</b> - Enlarged group counseling chart , table spoons, measuring cups (250 mls) or other standardized measuring plates/utensils

## Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose** - To increase awareness on recommended feeding practices for children age 9 – 11 months

Feed the child Age 9 – 11 months	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Group picture discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures?</li> <li>- What feeding practices are being shown in these pictures?</li> </ul> </li> <li>• Identify caregivers/mothers of children aged 9 -11 months. If NOT present go to age group 1 to 2 years</li> <li>• If present, give key messages</li> <li>• Arrange for cooking demonstration if possible           <ul style="list-style-type: none"> <li>- Prepare different kinds of food on the table</li> <li>- Let the care givers sort the foods accordingly to make a balanced meal.</li> <li>- Prepare commercially made foods on the table</li> <li>- Find out if these can be given to children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to breastfeed the child as often as the child wants.</li> <li>• Give the child balanced food that is available to the family. These include <b>dark green vegetables</b> rich in vitamin A and other locally available vegetables. Everyday also add food from animal sources (<b>some meat, fish, inswa, vinkubala, eggs and sour milk or other dairy products</b>). <b>Mash or finely chop</b> the bits of food that the child can eat easily</li> <li>• Give the child <b>½ cup</b> (125ml) of food at each meal, now <b>3 or 4 meals</b> each day.</li> <li>• Avoid giving children commercially made foods such as <b>sugary fizzy drinks (carbonated) and biscuits</b> and other similar foods.</li> <li>• Offer the child <b>1 or 2 nutritious snacks</b> each day between meals which the child eats if its hungry. Bananas and other locally available foods and buns, bread, sweet potatoes, groundnuts, fritters/vitumbuwa e.t.c. make a good snack. For snacks give small chewable items that the child can hold. This helps the child to learn how to use hands.</li> <li>• Feed the child slowly and patiently while playing to encourage the child's interest in eating new foods. When s/he is sick offer nutritious favourite foods more frequently.</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask about feeding the children: Are you all still breastfeeding? What complementary foods are you giving? How is it prepared? How many meals and snacks each day? What measurement of food should you give your child? What difficulties, if any, are you having in feeding your babies?	<b>Materials:</b> - Enlarged group counseling chart , measuring cups (250 mls) or other standardized measuring plates/utensils

## Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose** - To increase awareness on recommended feeding practices for children age 1 – 2 Years

<b>Feed the child Age 1 to 2 years</b>	
<b>Activities to be done/demonstrated</b>	<b>Key Messages</b>
<ul style="list-style-type: none"> <li>• Group picture discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures?</li> <li>- What feeding practices are being shown in these pictures?</li> </ul> </li> <li>• Identify caregivers/mothers of children aged 9 -11 months. If NOT present go to age group 2 years and older.</li> <li>• If present, give key messages</li> <li>• Arrange for cooking demonstration if possible at the agreed time           <ul style="list-style-type: none"> <li>- Prepare different kinds of food on the table</li> <li>- Let the care givers sort the foods accordingly to make a balanced meal.</li> <li>- Plan and agree with caregivers to carry out cooking demonstration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to breastfeed the child as often as the child wants.</li> <li>• Give the child balanced food that is available to the family. These include <b>dark green vegetables</b> rich in vitamin A and other locally available vegetables. Everyday also add food from animal sources (<b>some meat, fish, inswa, vinkubala, eggs and sour milk or other dairy products</b>). <b>Mash or finely chop</b> the bits of food that the child can eat easily</li> <li>• Give the child <b>½ cup</b> (125ml) of food at each meal, now <b>3 or 4 meals</b> each day.</li> <li>• Avoid giving children commercially made foods such as <b>sugary fizzy drinks (carbonated) and biscuits</b> and other similar foods.</li> <li>• Offer the child <b>1 or 2 nutritious snacks</b> each day between meals which the child eats if its hungry. Bananas and other locally available foods and buns, bread, sweet potatoes, groundnuts, fritters/vitumbuwa e.t.c. make a good snack. For snacks give small chewable items that the child can hold. This helps the child to learn how to use hands.</li> <li>• Feed the child slowly and patiently while playing to encourage the child's interest in eating new foods. When s/he is sick offer nutritious favourite foods more frequently.</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask about feeding the children: Are you all still breastfeeding? What complementary foods are you giving? How is it prepared? How many meals and snacks each day? What measurement of food should you give your child? What difficulties, if any, are you having in feeding your babies?	<b>Materials:</b> - Enlarged group counseling chart , measuring cups (250 mls) or other standardized measuring plates/utensils

## Steps/Notes to commence the session

1. Welcome and greet a group of caregivers-men & women.
2. Sing a song to break the ice or any other (optional).
3. Introduce the purpose of the session.
4. Explain that the discussion on feeding will cover breastfeeding, giving complementary foods and feeding children who have stopped breastfeeding.

**Purpose** - To increase awareness on recommended feeding practices for young children age 2 years and older

### Feed the child Age from 2 years and older

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Group picture discussion <ul style="list-style-type: none"> <li>- Role Play <ul style="list-style-type: none"> <li>• Arrange different kinds of food on the table</li> <li>• Let the care givers sort the foods accordingly to make a balanced meal.</li> <li>• Arrange commercially made foods on the table</li> <li>• Find out if these can be given to children.</li> <li>- What can you see in this row of pictures?</li> <li>- What feeding practices are being shown in these pictures?</li> </ul> </li> </ul> </li> <li>• Identify caregivers/mothers of children aged 2 years and older. If NOT present thank mothers/caretakers who are present.</li> <li>• If present, give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Give the child a balanced food that is available to the family like in picture 1. These include <b>fruit</b> and <b>dark green vegetables</b> rich in vitamin A that are locally available. Everyday add food from animal-sources like <b>some meat, fish, kapenta, eggs, yoghurt/sour milk</b> and other dairy products <b>including vinkubala and inswa</b>. Mash or finely chop the bits of food that the child can eat easily (Nutrition team to come up with a table or chart showing different balanced foods)</li> <li>• Give the child at least <b>one full cup</b> of food at each meal like <b>at 3 to 4 meals</b> each day.</li> <li>• Offer the child <b>1 or 2 nutritious snacks</b> each day between meals. Bananas and other locally available fruits, buns, sweet potatoes, cassava, fritters/vitumbuwa, yoghurt/sour milk make a good snack.</li> <li>• If a child refuses a new food, play games to encourage the child to eat. Let the child taste the food several times and show the child that you like the food by tasting the food yourself. Even if the child can eat by him/herself stay with the child to make sure the child eats enough and well.</li> <li>• When s/he is sick offer favourite and nutritious foods more frequently.</li> <li>• Do not give junky foods and fizzy drinks to children as children may become full or start refusing nutritious foods.</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask about feeding the child: What foods are served? How is the food prepared? How many hot meals and snacks does a child take each day? How large is the serving? What difficulties, if any, are you having feeding the child?	<b>Materials:</b> - Enlarged group counseling chart, measuring cups (500 mls) or other standardized measuring plates/utensils

#### Pillar 4: Play and Communicate with the young infant /child age 0 – 2 months

**Note: This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

**Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

**Play and communicate with a child age from 0 to 2 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 0 to 2 months and ask the following questions discussion.           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus</li> <li>- Let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What do you understand by play?</li> <li>- Why is play important to children?</li> </ul>           What play and communications activities are being shown in these pictures? For any response ask consensus,         </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Play and communicate with the baby, allow the baby to move freely, kick, move and discover his hands and toes</li> <li>• Move colourful objects in front of your baby's eyes to help the baby learn to follow and reach for things</li> <li>• Allow the baby to practice controlling the movements of the baby's eyes and hands.</li> <li>• Make the baby smile and laugh by making funny faces and different sounds</li> <li>• Get the conversation going by coping the baby's sounds and gestures</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: How do you play with your baby? How do you talk with your baby? How do you get your baby to smile? Show me how you play and talk with the baby. <i>If there is no difficulty, PRAISE the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child</i>	<b>Materials:</b> Enlarged group counseling chart, bright objects, rattles, coloured small balls, etc
<i>Encourage the group members of children aged 1 - 2 months to play with their children. Ask them to choose the time during the day that they will be formally playing with their children at home.</i>	

#### Pillar 4: Play and Communicate with the child age 3 to 5 months

**Note: This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

**Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

Play and communicate with a child age from 3 to 5 months	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 3 to 5 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What play and communications activities are being shown in these pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Play is the way that the child learns, by moving colourful objects slowly in front of the child's face, help the child to grab and hold objects           <ul style="list-style-type: none"> <li>- This helps to develop eye - hand coordination.</li> </ul> </li> <li>• Play and talk about the object, even though the child cannot yet speak           <ul style="list-style-type: none"> <li>- This helps to develop language and communication.</li> </ul> </li> <li>• Look into the child's face and talk softly to the child, this will make the child to respond and make happy sounds</li> <li>• Playing and talking to a child helps the child learn. Even at this very young age, the baby learns some basic skills for life. And the baby also learns that the family loves her/him.</li> <li>• Playing with a rattle, which has been filled with stones or seeds, makes the child enjoy and look towards the sound. You can help the child begin to shake the rattle to make own sounds           <ul style="list-style-type: none"> <li>- This enhances learning which takes place through the use of eyes and ears.</li> </ul> </li> <li>• Moving of the head from left to right following the sound of the rattle enhances the development of neck muscles.</li> <li>• By 5 months, when playing and talking to the child you will be helping the child to learn words and other skills even before the child can speak.</li> <li>• Children learn through the sensory motor skills, touching, testing, smelling and hearing. The objects must be clean and safe because the child may put on the mouth</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - How do you play; how do you talk and make your child smile? Show me how you play, talk and smile with the child? What difficulties, if any, do you have in playing and talking to your child? If there is no difficulty, <b>PRAISE</b> the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child	<b>Materials:</b> - Enlarged group counseling chart, colourful objects, rattle
<i>Encourage the group members of children aged 3 - 5 months to play with their children. Ask them to choose the time during the day that they will be formally playing with their children at home.</i>	

#### Pillar 4: Play and Communicate with the child age 6 to 8 months

**Note: This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

**Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

Play and communicate with a child age from 6 to 8 months	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 6 to 8 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What play and communications activities are being shown in these pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Your child will become more capable in performing activities as he/she grow older</li> <li>• Will learn how to talk, walk, and run, will also observe, learn to think and solve problems</li> <li>• Let the child bang metal pots and spoons.</li> <li>• Let the child drop things to make noises and get the family members to pick them up.           <ul style="list-style-type: none"> <li>-The child will learn by playing with simple household objects, let family members encourage the child to explore the things around him/her.</li> <li>-These activities at the same allow stimulating the child's hearing skills.</li> </ul> </li> <li>• Call the child by name and see child respond.           <ul style="list-style-type: none"> <li>-The child understands the words even before he/she can talk</li> <li>-As a family you should enjoy seeing how much the child learns as you play and talk with the child.</li> <li>-You want the child to be smart as he/she grows up.</li> </ul> </li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - How do you play, how do you talk and make your child smile? Show me how you play, talk and smile with the child? What difficulties, if any, do you having in playing and talking to your child? <i>If there is no difficulty, PRAISE the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child</i>	<b>Materials:</b> - Enlarged group counseling chart, wooden spoons, metal plates, Metal pots, metal spoon
<b>Encourage the group members of children aged 6 - 8 months to play with their children.</b> Ask them to choose the time during the day that they will be formally playing with their children at home.	

#### Pillar 4: Play and Communicate with the child age 9 to 11 months

**Note:** This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

**Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

Play and communicate with a child age from 9 to 11 months	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 9 to 11 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What play and communications activities are being shown in these pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Play peek-a-boo with the child, hide things and then find hidden things with the child</li> <li>• Respond to the child's interests. Mention to the child names of people and things before the child can talk</li> <li>• Play hand games like clap – clap and bye – bye</li> <li>• The child at this age understands many words, he or she can follow simple instructions. The child will soon speak her own words</li> <li>• The child through play is learning about people and how things work. This will help the child be ready for school.</li> </ul>
<b>Check Understanding of the group caregivers/mothers -</b> How do you play, you get your child to smile? How do you think your child is learning? Show me how you play, talk and smile with the child? What difficulties, if any, do you have in playing and talking to your child? <i>If there is no difficulty, PRAISE the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child</i>	<b>Materials:</b> - Enlarged group counseling chart, Piece of cloth, Cup or plate for hide things by covering, other safe objects for hiding
<i>Encourage the group members of children aged 9 - 11 months to play with their children. Ask them to choose the time during the day that they will be formally playing with their children at home.</i>	

#### Pillar 4: Play and Communicate with the child age 1 year 11 months

**Note: This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

#### **Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

##### **Play and communicate with a child age 1 year to 1 year 11 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 1 year to 1 year 11 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What play and communications activities are being shown in these pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Similarly, to feeding the child that allows the child to grow and develop, every child needs play and communication activities to develop.</li> <li>• Play and communication activities will help your children become more capable in doing activities as they grow older</li> <li>• Your child will learn how to talk, walk, and run, will also observe from you, learn to think and solve problems</li> <li>• Children are active learners, play becomes a good way of communicating to them.</li> <li>• This learning will help your child to do well in school and when is grow up, will be able to contribute positively to your family and community at large.</li> <li>• Give your children things to stack up, such as different size cups and bowls</li> <li>• Let children play with you by putting stones into plastic containers and putting them in, and taking them out, over and over again.</li> <li>• The child's father should respond to the child's attempts to talk. He should ask the child questions and talk about pictures, and interesting things in books.</li> <li>• By so doing you will be helping your children learn by playing and talking with them even before the children can speak. The children are able to learn words and follow simple instructions. This will help the children get ready for school.</li> </ul>
<b>Check Understanding of the group caregivers/mothers -</b> How do you play; how do you get your child to smile? How do you think your child is learning? Show me how you play, talk and smile with the child? What difficulties, if any, do you have in playing and talking to your child? <i>If there is no difficulty, PRAISE the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child</i>	<b>Materials:</b> - Enlarged group counseling chart, Book with picture, Cup & bowls of different sizes, Empty plastic containers, some small stones
<b>Encourage the group members of children aged 1 year to play with their children. Ask them to choose the time during the day that they will be formally playing with their children at home.</b>	

#### Pillar 4: Play and Communicate with the child age 2 years and older

**Note: This is a continuation to pillar 3 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you do more than just feeding, another requirement is play and communication
2. Introduce the purpose of this session

**Purpose – To enhance early stimulation of key skills for children to attain age appropriate developmental milestones by doing recommended activities**

Play and communicate with a child age 2 years and older	
Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 2 years and older and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What play and communications activities are being shown in these pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that play and communication activities are for all children</li> <li>• Playing with your child will provide a context for your child to try new social skills and challenging new tasks, and to solve complex problems.</li> <li>• Doing play and communication (stimulating) activities with your child, will help your child develop cognitive, social, language and literacy skills</li> <li>• Children also express their ideas, thoughts and feelings when engaged in symbolic play (e.g. playing house or market or building a farm with blocks).</li> <li>• Give your children things that they can count, name and compare using simple household items or paper cut-outs, to sort colours and shapes</li> <li>• Make homemade toys to help the children learn through play e.g. a doll, a push cart, a ball, and simple books with hand drawn pictures</li> <li>• The father and the child should play with a homemade puzzle from a magazine pictures</li> <li>• Interact with your child. Respond to his child's attempts to talk. Discuss the child's interests in the book. Ask your child questions, and answer the child's many questions. Teach the child stories and songs that you learned as a child from your mother/ caregiver or from others.</li> </ul>
<b>Check Understanding of the group caregivers/mothers -</b> How do you play; how do you get your child to smile? How do you think your child is learning? Show me how you play, talk and smile with the child? What difficulties, if any, do you have in playing and talking to your child? <i>If there is no difficulty, PRAISE the mothers/caregivers. If the any mother or caregiver has difficulty in playing or talking with the child, or trying to get the child to smile, help her or let other caregivers do that activity with her child</i>	<b>Materials:</b> - Enlarged group counseling chart, Book with picture, Cup & bowls of different sizes, Empty plastic containers, some small stones
<b>Encourage the group members of children aged 2 years and older to play with their children. Ask them to choose the time during the day that they will be formally playing with their children at home.</b>	

## Pillar 5: Prevent illness, injury, promote security and safety for the child age 0 to 2 months

**Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

### **Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety for young infant/child**

#### **Prevent illness, injury, promote security and safety for children aged 0 to 2 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"><li>• Show group pictures for children aged 1 to 2 months and ask the following questions discussion<ul style="list-style-type: none"><li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li><li>- What activities being shown in these pictures would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li></ul></li><li>• Give key messages</li><li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li></ul>	<ul style="list-style-type: none"><li>• Breastfeed exclusively the babies until they are 6 months old.<ul style="list-style-type: none"><li>- Breast milk protects the babies from illness such as diarrhoea.</li></ul></li><li>• Babies must be taken for vaccinations at age 6 weeks to prevent many childhood illnesses. Vaccines could save your babies lives.</li><li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the babies and other children or eating</li><li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria.</li><li>• Repeated attacks or severe malaria are risk factors to the child's development.</li><li>• Keep the newborn warm by keeping the baby skin to skin</li><li>• Know your HIV status as parents and that of the child's and get HIV medicine. HIV infection is also risk factor to children's development.</li><li>• All babies must be registered at birth, and get a birth certificate, if they babies are not yet registered, take them for birth registration.</li><li>• Be aware of potential dangers in the home &amp; secure or remove them like the baby falling off the bed; putting a burning charcoal brazier in the house with closed doors and windows.</li><li>• </li></ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: Has your baby been vaccinated? Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?	<b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, etc

## Pillar 5: Prevent illness, injury, promote security and safety for the child aged 3 to 5 months

**Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

### Steps/Notes to continue with this session:

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

### Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety the child

#### Prevent illness, injury, promote security and safety for children from 3 to 5 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 3 to 5 months and ask the following questions discussion <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What activities being shown in these pictures that would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- Show a sample of a birth certificate</li> <li>- Ask caregivers if their children have been registered</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusively breastfeed the baby until the baby is 6 months old <ul style="list-style-type: none"> <li>- Breast milk protects the baby from illness such as diarrhoea.</li> </ul> </li> <li>• Babies must be taken for vaccinations at age 6 weeks to prevent many childhood illnesses. Vaccines could save your babies lives.</li> <li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria</li> <li>• Repeated attacks or severe malaria are risk factors to the child's development.</li> <li>• Know your HIV status as parents and that of the child's and get HIV medicine. HIV infection is also risk factor to children's development.</li> <li>• All babies must be registered at birth, and get a birth certificate, if they babies are not yet registered, take them for birth registration.</li> <li>• Birth registration is a requirement by law and it's a right for every child</li> <li>• Be aware of potential dangers in the home &amp; secure or remove them like the baby falling off the bed; putting a burning charcoal brazier in the house with closed doors and windows.</li> <li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the babies and other children or eating.</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: Has your baby been vaccinated? Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?	<b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, e.t.c

**Pillar 5: Prevent illness, injury, promote security and safety for the child aged 6 to 8 months****Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)****Steps/Notes to continue with this session:**

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

**Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety for the child****Prevent illness, injury, promote security and safety for children aged 6 to 8 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 6 to 8 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What activities being shown in these pictures that would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.</li> <li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria</li> <li>• Repeated attacks or severe malaria are risk factors to the child's development.</li> <li>• At 6 months of age, your baby needs vitamin A</li> <li>• Know your HIV status as parents and that of the child's and get HIV medicine. HIV infection is also risk factor to children's development.</li> <li>• The baby must be registered at birth, and get a birth certificate, if the baby is not yet registered, take the child for birth registration.</li> <li>• Be aware of potential dangers in the home &amp; secure or remove them like the baby crawling towards a charcoal brazier with fire or open well or pit latrine or off the staircases or playing with sharp objects or eating/drinking poisonous substance or putting a burning charcoal brazier in the house with closed doors and windows.</li> </ul>
<b>Check Understanding of the group caregivers/mothers - Ask these questions:</b> Has your baby been vaccinated? Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?	<b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, soap e.t.c

**Pillar 5: Prevent illness, injury, promote security and safety for the child aged 9 to 11 months**

**Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

**Steps/Notes to continue with this session:**

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

**Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety for the child**

**Prevent illness, injury, promote security and safety for children aged 9 to 11 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 9 to 11 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What activities being shown in these pictures that would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.</li> <li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria</li> <li>• Repeated attacks or severe malaria are risk factors to the child's development.</li> <li>• Babies must be taken for vaccinations-at age 9 months for measles rubella vaccine to prevent measles and rubella.           <ul style="list-style-type: none"> <li>- Vaccines prevent childhood illnesses and could save your child's life.</li> </ul> </li> <li>• Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.</li> <li>• The baby must be registered at birth, and get a birth certificate, if the baby is not yet registered, take the child for birth registration</li> <li>• Be aware of potential dangers in the home &amp; secure or remove them like the baby crawling towards a charcoal brazier with fire or open well or pit latrine or off the staircases or playing with sharp objects or eating/drinking poisonous substance or putting a burning charcoal brazier in the house with closed doors and windows.</li> </ul>
<p><b>Check Understanding of the group caregivers/mothers - Ask these questions:</b>            Has your baby been vaccinated? Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?</p>	<p><b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, soap e.t.c</p>

**Pillar 5: Prevent illness, injury, promote security and safety for the child aged 1 year to 1 year 11 months****Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)****Steps/Notes to continue with this session:**

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

**Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety for the child****Prevent illness, injury, promote security and safety for children age 1 year to 1 year 11 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 1 year to 1 year 11 months and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What activities being shown in these pictures that would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.</li> <li>• Illnesses pass from person to person by unwashed hands.</li> <li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria</li> <li>• Your child needs to be given Vitamin A and De-worming tablets every 6 months</li> <li>• Repeated attacks or severe malaria are risk factors to the child's development.</li> <li>• Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.</li> <li>• You must be aware of potential dangers in the home, surroundings &amp; secure or remove them, like the baby playing near a charcoal brazier with fire or open well or with sharp objects.</li> <li>• Leaving a burning charcoal brazier in the house with closed doors and windows or leaving a burning candle with children in the house alone.</li> <li>• Avoid exposing the child to violence in the home</li> <li>• Avoid beating the children, instead nicely teach the children to behave well</li> </ul>
<b>Check Understanding of the group caregivers/mothers - Ask these questions:</b> Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?	<b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, soap e.t.c

**Pillar 5: Prevent illness, injury, promote security and safety for the child aged 2 years and older****Note: This is a continuation to pillar 4 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)****Steps/Notes to continue with this session:**

1. Explain that for a child to be on track to grow, develop and attain their full potential, you also need to prevent illness, injury, as well as promote security and safety for your child.
2. Introduce the purpose of this session

**Purpose – To enhance the need for prevention of illness, injury, promotion of security and safety for the child****Prevent illness, injury, promote security and safety for children age 2 years and older**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 1 year and ask the following questions discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> <li>- What activities being shown in these pictures that would prevent illness, injury, promote security and safety for children? For any response ask consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages demonstrate a group of caregivers' hand washing, say "Now I am going to show you a recommended way of washing hands".</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone must wash their hands carefully with soap and water after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.</li> <li>• Illnesses pass from person to person by unwashed hands.</li> <li>• You and the babies must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria</li> <li>• Repeated attacks or severe malaria are risk factors to the child's development.</li> <li>• Your child needs to be given Vitamin A and De-worming tablets every 6 months up to 5 years</li> <li>• Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.</li> <li>• You must be aware of potential dangers in the home, surroundings &amp; secure or remove them.</li> <li>• Instruct the children not climb tall trees.</li> <li>• Instruct the children not go swimming in the swimming pools or dams or streams/rivers alone.</li> <li>• Avoid exposing the children to violence in the home</li> <li>• Avoid exposing the children to potential sexual abusers</li> <li>• Avoid beating the children, instead nicely teach the children to behave well</li> </ul>
<b>Check Understanding of the group caregivers/mothers - Ask these questions:</b> Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net? Has your baby been tested for HIV infection? Has your baby been registered at birth? What do you think can harm the baby in your home? Where do you wash your hands? Is there soap?	<b>Materials:</b> Enlarged group counseling chart, bucket and dish for washing hands, soap e.t.c

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 0 to 2 months

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.
2. Introduce the purpose of this session

**Purpose – To enhance awareness on responding to illness, injury and abuse for the young infant/child**

**Responding to illness, injury and abuse of a young infant aged 0 to 2 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"><li>• Show group pictures for children aged 0 to 2 months and ask the following questions and discussion<ul style="list-style-type: none"><li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li></ul></li><li>• Give key messages</li></ul>	<ul style="list-style-type: none"><li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li><li>• Rush the baby to the clinic if the baby has the following danger signs e.g:<ul style="list-style-type: none"><li>- Failing or unable to breast feed</li><li>- Has convulsion or fits.</li><li>- Has difficulty or fast breathing.</li><li>- Feels very hot or very cold.</li></ul></li><li>• You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy</li><li>• You should also rush baby to clinic if you see the following signs:<ul style="list-style-type: none"><li>- Crying unreasonably</li><li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li><li>- Bleeding</li></ul></li><li>• Apply pressure dressing to any bleeding wounds</li><li>• Splint or support fractured bones to reduce pain and damage to area.</li><li>• Report any abuse of the child to the health facility or police</li></ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?	<b>Materials:</b> Enlarged group counseling chart

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 3 to 5 months

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.
2. Introduce the purpose of this session

**Purpose – To enhance awareness on responding to illness, injury and abuse for the child**

**Responding to illness, injury and abuse of a child aged 3 to 5 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"><li>• Show group pictures for children aged 3 to 5 months and ask the following questions and discussion<ul style="list-style-type: none"><li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li></ul></li><li>• Give key messages</li></ul>	<ul style="list-style-type: none"><li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li><li>• Rush the baby to the clinic if the baby has the following danger signs e.g:<ul style="list-style-type: none"><li>- Failing or unable to breast feed</li><li>- Has convulsion or fits.</li><li>- Has difficulty or fast breathing.</li><li>- Feels very hot</li></ul></li><li>• You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy</li><li>• You should also rush baby to clinic if you see the following signs:<ul style="list-style-type: none"><li>- Crying unreasonably</li><li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li><li>- Bleeding</li></ul></li><li>• Apply pressure dressing to any bleeding wounds</li><li>• Splint or support fractured bones to reduce pain and damage to area.</li><li>• Report any abuse of the child to the health facility or police</li></ul>
<p><b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?</p>	<p><b>Materials:</b> Enlarged group counseling chart</p>

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 6 to 8 months

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.
2. Introduce the purpose of this session

**Purpose – To enhance awareness on responding to illness, injury and abuse for the child**

**Responding to illness, injury and abuse of a child aged 6 to 8 months**

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 6 to 8 months and ask the following questions and discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li> <li>• Rush the baby to the clinic if the baby has the following danger signs e.g:           <ul style="list-style-type: none"> <li>- Failing or unable to breast feed</li> <li>- Has convulsion or fits.</li> <li>- Has difficulty or fast breathing.</li> <li>- Feels very hot</li> </ul> </li> <li>• You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy</li> <li>• You should also rush baby to clinic if you see the following signs:           <ul style="list-style-type: none"> <li>- Crying unreasonably</li> <li>- Protecting or refusing to be touched on certain parts of the body or even crying when touched.</li> <li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li> <li>- Bleeding</li> </ul> </li> <li>• Apply pressure dressing to any bleeding wounds</li> <li>• Splint or support fractured bones to reduce pain and damage to area.</li> <li>• Report any abuse of the child to the health facility or police</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?	<b>Materials:</b> Enlarged group counseling chart

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 9 to 11 months

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.

2. Introduce the purpose of this session

### Purpose – To enhance awareness on responding to illness, injury and abuse for the child

#### Responding to illness, injury and abuse of a child aged 9 to 11 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 9 to 11 months and ask the following questions and discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> </ul>	<ul style="list-style-type: none"> <li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li> <li>• Rush the baby to the clinic if the baby has the following danger signs e.g:           <ul style="list-style-type: none"> <li>- Failing or unable to breast feed</li> <li>- Has convulsion or fits.</li> <li>- Has difficulty or fast breathing.</li> <li>- Feels very hot</li> </ul> </li> <li>• You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy</li> <li>• You should also rush baby to clinic if you see the following signs:           <ul style="list-style-type: none"> <li>- Crying unreasonably</li> <li>- Protecting or refusing to be touched on certain parts of the body or even crying when touched.</li> <li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li> <li>- Bleeding</li> </ul> </li> <li>• Apply pressure dressing to any bleeding wounds</li> <li>• Splint or support fractured bones to reduce pain and damage to area.</li> <li>• Report any abuse of the child to the health facility or police</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?	<b>Materials:</b> Enlarged group counseling chart

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 1 year to 1 year 11 months

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.

2. Introduce the purpose of this session

### Purpose – To enhance awareness on responding to illness, injury and abuse for the child

#### Responding to illness, injury and abuse of a child aged 1 year to 1 year 11 months

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"> <li>• Show group pictures for children aged 1 year to 1 year 11 months and ask the following questions and discussion           <ul style="list-style-type: none"> <li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li> </ul> </li> <li>• Give key messages</li> <li>• After key messages, tell the caregivers that you will show them what to do if the child is injured.           <ul style="list-style-type: none"> <li>- Using a doll or manique demonstrate what a caregiver can do when there is a fractured bone, injury or bleeding.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li> <li>• Rush the baby to the clinic if the baby has the following danger signs e.g:           <ul style="list-style-type: none"> <li>- Failing or unable to breast feed</li> <li>- Has convulsion or fits.</li> <li>- Has difficulty or fast breathing.</li> <li>- Feels very hot</li> </ul> </li> <li>• You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy</li> <li>• You should also rush baby to clinic if you see the following signs:           <ul style="list-style-type: none"> <li>- Crying unreasonably</li> <li>- Protecting or refusing to be touched on certain parts of the body or even crying when touched.</li> <li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li> <li>- Bleeding</li> </ul> </li> <li>• Apply pressure dressing to any bleeding wounds</li> <li>• Splint or support fractured bones to reduce pain and damage to area.</li> <li>• Report any abuse of the child to the health facility or police</li> </ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?	<b>Materials:</b> Enlarged group counseling chart and a doll or a manique for demonstration

## Pillar 6: Respond to illness, injury and abuse for the young infant/ child age 2 years and older

**Note: This is a continuation to pillar 5 (You are continuing with same group of caregivers, you are NOT supposed to greet them again)**

Steps/Notes to continue with this session:

1. Explain that for a child to be fully on track to grow, develop and attain their full potential, you need as well need to know what to do whenever the child falls sick or shows signs of illness or is injured or is abused.
2. Introduce the purpose of this session

### Purpose – To enhance awareness on responding to illness, injury and abuse for the child

#### Responding to illness, injury and abuse of a young infant aged 2 years and older

Activities to be done/demonstrated	Key Messages
<ul style="list-style-type: none"><li>• Show group pictures for children aged 2 years and older and ask the following questions and discussion<ul style="list-style-type: none"><li>- What can you see in this row of pictures? For any response ask for consensus, let the group agree on the correct responses, Praise the group for correct responses.</li></ul></li><li>• Give key messages</li><li>• After key messages, tell the caregivers that you will show them what to do if the child is injured.<ul style="list-style-type: none"><li>- Using a doll or manique demonstrate what a caregiver can do when there is a fractured bone, injury or bleeding.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses</li><li>• Rush the baby to the clinic if the baby has the following danger signs e.g:<ul style="list-style-type: none"><li>- Failing or unable to eat</li><li>- Has convulsion or fits.</li><li>- Has difficulty or fast breathing.</li><li>- Feels very hot</li></ul></li><li>• You should continue feeding child as you go to the clinic if child can feed to keep up energy</li><li>• You should also rush child to clinic if you see the following signs:<ul style="list-style-type: none"><li>- Protecting or refusing to be touched on certain parts of the body or even crying when touched.</li><li>- Unexplained bruises, swellings, burns, snake bites, deformities or other injuries.</li><li>- Bleeding</li></ul></li><li>• Apply pressure dressing to any bleeding wounds</li><li>• Splint or support fractured bones to reduce pain and damage to area.</li><li>• Report any abuse of the child to the health facility or police</li></ul>
<b>Check Understanding of the group caregivers/mothers</b> - Ask these questions: What signs of illness will you watch for in your baby? What signs of injury or abuse would you see in your baby? If you see any one of these signs, what will you do?	<b>Materials:</b> Enlarged group counseling chart and a doll or a manique for demonstration