

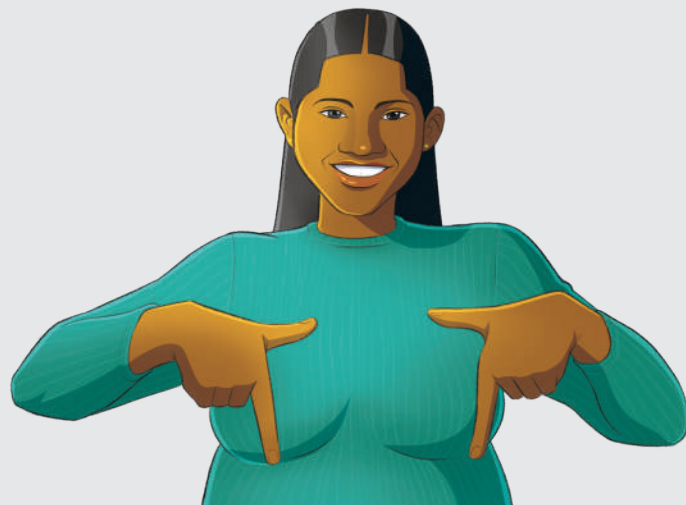


Eat Love Play Talk



WWW.DOMORE.ORG.ZA

FACILITATOR GUIDE



THIS BOOK BELONGS TO:

Name: _____

Contact number: _____



A LETTER FROM THE FOUNDATION

At the DO MORE FOUNDATION, we believe that it takes a village to raise a child and the more that we work together and support one another, the more opportunities our children will have later in life.

We will be talking about opportunities to improve the wellbeing of young children, but we would like you to all know that **YOU ARE ENOUGH**. You are magnificent and we admire and acknowledge you as parents/caregivers.

This programme will give you you a few extra tools to make your life easier and help your children thrive.

We look forward to walking the EAT LOVE PLAY TALK journey with you and your child.

Warren Farrer
Foundation Executive



GROUP AGREEMENTS

AS A GROUP WE ALL AGREE TO...



Confidentiality



Free to share



Phones
on silent



One person
talks at a time



Arrive
on time



Asking questions
is good

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SECTION 6: ELPT Games & Activities



SYMBOLS YOU NEED TO KNOW



ACTIVITY



APPLICATION
ACTIVITY



QUESTION
HEADINGS



GROUP
DISCUSSION



PRACTICAL
ACTIVITY



REFLECTION
ACTIVITY

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SECTION 1

FACILITATION SKILLS

INTRODUCTION:

The EAT LOVE PLAY TALK sessions have been developed for ECD principals, practitioners and playgroup facilitators to engage in conversations and activities with parents and caregivers of children up to 5 years of age on the themes of:



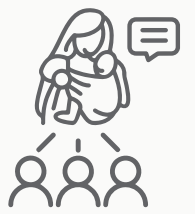
HEALTHY EATING



BUILDING LOVING
RELATIONSHIPS



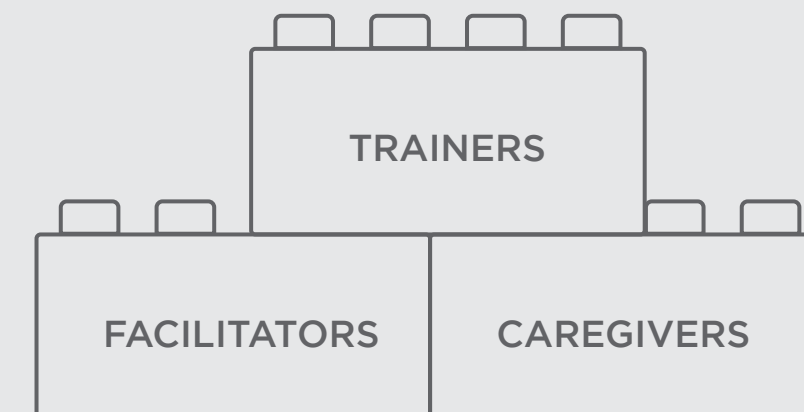
PLAYFUL LEARNING



LANGUAGE
DEVELOPMENT

This Facilitator Guide is designed to equip you with skills and knowledge to be able to confidently lead an ELPT session.

The sessions include opportunities for participants to share what they know from their own experience and to gain new information which is based on The Nutrition Guidelines for ECD Programmes provided by the National Department of Health and nutritional research.



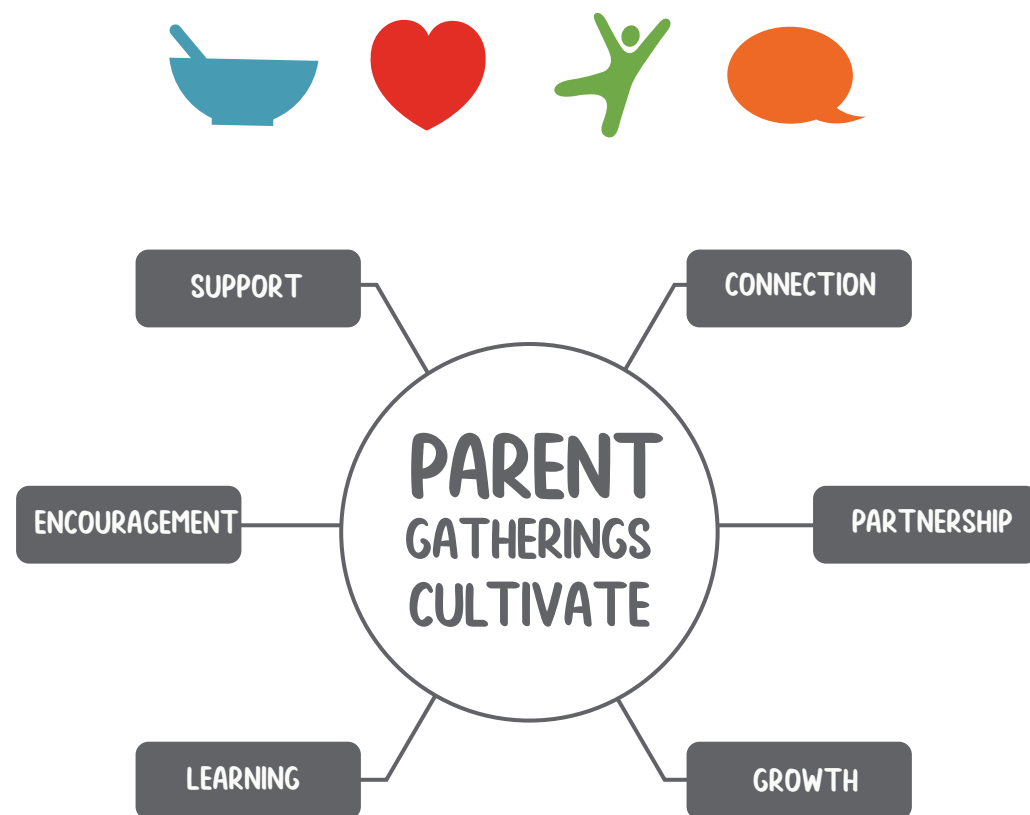
YOU'RE AN IMPORTANT BUILDING BLOCK!

WHY ARE GROUPS HELPFUL FOR PARENTS?

As a facilitator of the ELPT Programme, your objective is to create an environment where parents are able to learn, grow and connect with each other.

PARENT ENGAGEMENT

THE PURPOSE OF A PARENT GATHERING IS:

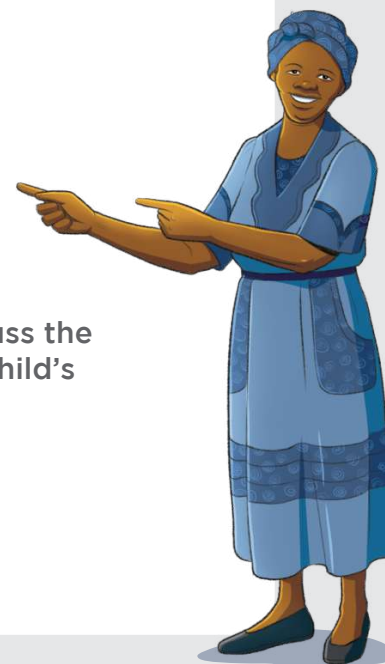


PAIRWORK ACTIVITY

Working in pairs, consider the questions below and discuss the importance of parent programmes and the benefit to a child's development.

WHY WOULD THIS BE IMPORTANT?

HOW DOES THIS BENEFIT CHILD DEVELOPMENT?



The ELPT Programme supports parents and caregivers to give their young children a strong foundation in life, to be the best they can be and to do well at school and in life.

ECD principals will attend facilitator training once a month and in the following month run a session with parents on what they learned during training. This will repeat each month for 7 months. At the end of the training, parents will receive an attendance certificate.





SO, HOW IS THIS PROGRAMME GOING TO WORK?

THE ELPT PROGRAMME IS MADE UP OF 7 SESSIONS OVER 7 MONTHS:

SESSION 1:

ELPT is in your hands (introduction to responsive caregiving)

SESSION 2:

The beginning of the journey (pregnancy and breastfeeding)

SESSION 3:

Building on a good start (complementary feeding from 6 months+)

SESSION 4:

Keeping our bodies and brains strong (role of affordable protein)

SESSION 5:

Keeping our bodies healthy (importance of fruit and vegetables)

SESSION 6:

Keeping our bodies full of energy (sources of good carbohydrates)

SESSION 7:

Strong families = strong children (family togetherness)

RESEARCH HAS SHOWN US THAT THE BEST APPROACHES TO LEARNING ARE:



FUN



INFORMATIVE



INTERACTIVE



REFLECTION ACTIVITY

What approaches have you found to help you learn?

This Facilitator Guide offers suggestions on how you, the facilitator, can best share the important key ELPT messages in each of the 7 ELPT Programme sessions.

The skills you learn during this training will help you to confidently tackle questions and share the messages as if you are having a conversation. Each session includes additional activities and resources.

You can choose how to use these in your groups. There is a helpful session plan with a structure for you to follow. As a facilitator, your role is to encourage discussion and support your group members.

FACILITATION VS. TEACHING

HOW IS FACILITATION DIFFERENT TO TEACHING?



GROUP ACTIVITY

What is the role of a facilitator? Discuss in pairs.

Active listening

Building their own skill set and knowledge



Working to ensure all participants stay engaged with the training right to the end and that they do not drop out because they are bored or feel uncomfortable

Respecting all persons and their experiences



WHAT IS A FACILITATOR?

We see facilitators as leaders of a group, who guide the conversation and share useful messages for the group to discuss.

Facilitation is different from teaching, where most of the information comes from the teacher.

Facilitation means “assisting people to think for themselves and to make better sense of their own lives and experiences”¹ - Cserti, 2019



This is one of the major roles that a facilitator plays when working with and leading a group. When working with adults, remember that they come with their own experience and knowledge.

Involve them and draw on what they know and what they feel about the topics you discuss. They will feel valued and will be a good resource of information. This will encourage participation and unity in the group.

As facilitators, we want the participants to enjoy themselves and learn something new. We also hope that the participants will stay engaged with the training right to the end and that they do not drop out because they are bored or because the facilitation makes them feel uncomfortable. Our goal is to connect with the group and create ways for them to participate.



WHAT IT IS...

Collective problem-solving

Values all members

Encourages discussion and group “outside the box” thinking

Team effort to build and share information

Facilitators will use various images, games and activities to spark interesting conversations on topics and problems

We use playbooks



WHAT IT IS NOT...

Individuals give and take instructions to solve problems

Assumes the participants need to be taught

One-person conversation / lecture

Teacher is all-knowing expert

Teacher uses lessons and worksheets



GROUP DISCUSSION ACTIVITY

Turn to the person next to you. Share with them your memory or experience of someone who led or facilitated a group well.

What did they do that you enjoyed?

What helps you enjoy being a member in a group?

VALUES OF A FACILITATOR

WHAT IS A VALUE?

Values are the things that are important to us as individual people and as members of groups.

Values connect us and direct our behaviour – they are the glue that binds a group together because people who share values also feel safe.

All groups share a common interest and values help these groups, but often those values are held unconsciously, or taken for granted and forgotten about.



ACTIVITY: EXPLORING VALUES

Come up with 6 values you have as a person or a family. Use the 6 LEGO blocks to represent each value. Arrange your bricks into the following order:



REFLECT

What core values should we invite into our groups?
Why is it important for our groups to be led with these values?

POSSIBLE VALUES YOUR GROUP MAY LIKE TO HOLD:

- Non-judgemental
- Positive attitude
- Authentic
- Commitment to the group
- Connect to group members
- Observant
- Passionate
- Respectful
- Fun

LIST 3 OTHER CHARACTERISTICS YOU FEEL ARE IMPORTANT FOR A GROUP TRAINER:

GROUPWORK BASICS

TEAM WORK MAKES THE DREAM WORK

SOME IMPORTANT INGREDIENTS OF A GROUP SESSION TO UNDERSTAND:

GROUP AGREEMENTS

By setting agreements for the group, members are able to feel safe and know what to expect from the time together. Creating an enabling environment is important for any training session.

Ask members what behaviour they would like to set as normal for the time together. Social distancing and following COVID-19 protocols are a useful discussion to have here if needed.

A short discussion can also be held to gain the expectations of the groups to ensure that they are aligned to the purpose of ELPT.

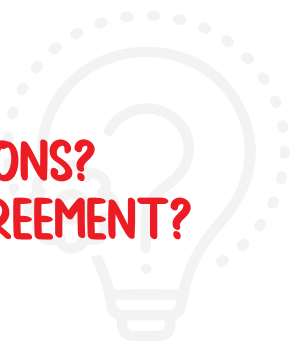
These two processes will initiate the forming of the group process to work together.

Explain that in order for the workshop to run smoothly, you all need some rules or norms for the group. Ask the participants to come up with suggestions for ground rules and write them on the flipchart.

Ground rules include things such as switching your phone to silent, punctuality, respect for others and listening while others speak, and only one person speaking at a time.



HOW DO WE CREATE A GROUP AGREEMENT?
HOW DO WE KEEP AGREEMENTS FOR 7 SESSIONS?
WHAT HAPPENS IF SOMEONE BREAKS AN AGREEMENT?



GROUP EXPECTATIONS

Each person who comes to your group brings with them certain expectations of what they think the session will be about and how they will be treated. A group member can leave disappointed if their expectations are not met.

It's therefore helpful to clarify expectations so that everyone knows what will be covered and what won't be covered. It's ok not to meet all expectations and you can clarify what is possible and realistic.

WHY SHOULD WE ASK GROUP MEMBERS ABOUT THEIR EXPECTATIONS OF THE TIME TOGETHER?

DO WE NEED TO ASK THIS EVERY SESSION?

GOAL OF A SESSION

A goal is the intended outcome or end result. It is good for us to know the goal/s of each session we train.

WHY IS IT IMPORTANT TO HAVE A GOAL FOR EACH SESSION?

WHAT HAPPENS IF I FORGET THE GOAL/S?

WHAT HAPPENS IF THE MEMBERS ARE TALKING ABOUT OTHER THINGS THAT ARE NOT IN LINE WITH THE GOAL/S OF THE SESSION?

SESSION GUIDE

A session guide is the plan you can use to remind you what to say and do during the session. This is the map for our journey with the parents. Follow the directions for easy discussions, activities and playful ways to share information.

HOW CAN A SESSION PLAN HELP US AS TRAINERS?
MUST I READ THE SESSION PLAN WORD FOR WORD?

RECORD-KEEPING AND ATTENDANCE

A useful tool for any facilitator is to keep track of the sessions they host, and make notes on the strengths and weaknesses of their own facilitation. This provides an opportunity for growth. Using a reflective journal, the facilitator can improve their style and approach to training content that is both personal and culturally sensitive.

It is also useful to keep a record of attendees.

WHY IS IT HELPFUL FOR US TO RECORD INFORMATION ABOUT THE SESSION?

WHAT IS USEFUL ABOUT THIS INFORMATION?

EXAMPLES OF RECORD-KEEPING:

- Receive and hand out resources at all 7 sessions
- Prepare and set up the ELPT sessions every month
- Keep an attendance register of all the caregivers
- Send out invitations to the parents and getting back registration forms
- Complete M&E requirements (including pre- and post- KAP questionnaires and end-of-year focus groups)
- Complete online session evaluation forms after each session

COMMUNICATION SKILLS BASICS



ACTIVITY: GAME OF BROKEN TELEPHONE

Why is effective communication important when working with groups?

NOTE TO FACILITATOR: During COVID-19 times we may want to use toilet rolls as telephones to prevent contact.

WHAT IS EFFECTIVE COMMUNICATION?

The role of a facilitator is to ensure that all communication is effective. Communication is only effective if the message conveyed by the speaker is the same message received and interpreted by the listener. Effective communication then relies on both the speaker and the listener.



ELEMENTS OF EFFECTIVE COMMUNICATION:

- Message should be clear, correct, and complete
- Uses multiple communication channels to send a message, both verbal and non-verbal forms of communication (i.e. images, video clips, diagrams)
- Considers your audience when speaking
- Promotes dialogue and discussion
- Contains valuable information or insight



BENEFITS OF EFFECTIVE COMMUNICATION:



- Prevents confusion and misunderstanding
- Encourages collaboration and creative thinking within a group
- Enhances understanding and deepens knowledge



BARRIERS OF EFFECTIVE COMMUNICATION:



- Jumping to assumptions
- Having a closed mindset
- Distraction
- Triggering heightened emotion
- Language barriers
- Appearance

A NUMBER OF BOTH VERBAL AND NON-VERBAL SKILLS CAN BE USED TO MAKE COMMUNICATION MORE EFFECTIVE.

VERBAL COMMUNICATION SKILLS

Questioning
Probing
Summarising
Tone
Communication
Style

NON-VERBAL COMMUNICATION SKILLS

Listening
Observation
Eye contact
Facial expression and body language
Open-mindedness

NON-VERBAL COMMUNICATION



FACIAL EXPRESSION

- Smile
- Emphasise expression
- Be animated

BODY LANGUAGE

- Demonstrates confidence
- Inviting
- Animated
- Friendly
- Comfortable

EYE CONTACT

- Warm
- Inviting
- Soft gaze
- Moves around the room, scanning the faces of participants

POSTURE

- Upright
- Open
- Confident
- In control
- On both feet

APPEARANCE

- Professional
- Appropriate
- Clean
- Approachable

??



FACIAL EXPRESSION

- Blank face, limited expression
- Miserable
- Frowning

BODY LANGUAGE

- Uncertain and concerned
- Uncomfortable
- Feeling out of control
- Intimidated
- Anxious

EYE CONTACT

- Downward
- Fixed on one person
- Hard gaze
- Avoiding eye contact

POSTURE

- Slumped
- Learning
- Low energy
- Closed

APPEARANCE

- Unprofessional
- Inappropriate
- Messy
- Unclean



GROUP DISCUSSION ACTIVITY

In small groups, follow these instructions. Take turns being the trainer and the others are group members:

- Use verbal communication to welcome parents to the group.
- Use verbal communication to ask members about what the norms for the group should be.
- Use verbal communication to introduce yourself to the group.
- Use non-verbal communication to stop a group member from talking too much.
- Use non-verbal communication to get a person to start talking and then swap speakers.
- Use non-verbal and verbal communication to end a session.

FACILITATION TOOLS

WHAT FACILITATION TECHNIQUES CAN BE USED WITH THIS MANUAL?

ICEBREAKERS AND ENERGIZER ACTIVITIES



The purpose of icebreakers and energizers is to encourage trust and build rapport between group members.

These activities are useful for new groups and established groups because they offer a light-hearted platform for communication channels between group members.

Icebreakers are short activities, often related to the topic of the training session, which introduce the topic and encourage engagement. Different contexts will need appropriate activities to suit the target population.



GROUP BRAINSTORMING

An effective technique for encouraging participation is opening up the topic for the group to offer all ideas possible and collectively build knowledge and understanding together.

There should be no wrong answers here while everyone gets to contribute their ideas and the group can decide what answers they feel best suit the question or problem.

Use the topics throughout the manual to encourage the group to brainstorm practical solutions.

Group brainstorming is a tool that creates an opportunity to encourage discussion and conversation. Using a flip-chart during a training session can provide a creative, yet structured working environment and bring focus to the group.



REFLECTION

Reflective questions posed to the group are useful for trainers to use at the end of a training session or training day.

Please see the reflective questions at the end of the sections for some suggested reflection opportunities to have with group members.

Reflection can occur as a group or individual reflection can occur through written journalling. Facilitators who create opportunities for reflection to occur offer group members an opportunity to process the content. This is important when dealing with sensitive topics such as breastfeeding or children's health.



ROUND ROBIN

A round robin is when you give everyone a chance in the group to share their thought, answer or idea by going around the room from left to right or right to left. This is useful to ensure that all members of the group have an opportunity to be heard.

It can take a fair amount of time, so a facilitator should decide to use this with smaller groups or when time allows for every person to share.



WORKING IN PAIRS OR THREES

Breaking up the group into pairs or groups of 3 allows for intentional interaction and sharing between the group members.

The use of small groups within a larger training session is highly successful for creating group cohesion and offering the opportunity for personal reflection and processing of the content.

In large groups this is a useful tool and should be encouraged for group activities and discussions.



GROUP VOTING

Allowing members to vote within a group is a quick opportunity for group feedback and participation.

This time-saving evaluative tool encourages members to make a fast decision and share their view without taking up large amounts of airtime.



ROLE PLAYS, PRESENTATIONS AND DEMONSTRATIONS

Use the topics presented in the manual to ask members to role play conversations, present their ideas or exercise practical application of the knowledge gained.

If time allows, a wonderful opportunity for members to engage with the recipes in this manual is to make some of the meals and present / demonstrate these to the group.

Role play scenarios can be helpful for practising skills and messages to be used in the ECD setting.



CREATE THE RIGHT ENVIRONMENT

A good facilitator is able to create an environment where the group members are able to share and learn. There are several considerations to note when setting up your training space:

- Size and setting of the room
- Number of attendees
- Best setup of chairs to encourage discussion
- Eliminating unwanted distractions, noise and barriers to learning
- Creating comfortable seating and scheduling for comfort breaks



RECOGNISE AND REINFORCE SUPPORTIVE BEHAVIOURS AND RESPONSES

It is helpful to encourage and respond positively to messages that are in line with the nutrition guidelines as well as those that invite further engagement.

A facilitator's attitude and approach to discussion is important to ensure that members feel that they can offer their opinion, share their concerns and ask any questions they may have about the content.



ENCOURAGE ACTIVE PARTICIPATION

By encouraging all individuals to participate fully the facilitator fulfils their objective to train and lead the group. This can be done by asking the group questions and purposefully waiting for replies.

Include quiet members and be sure to offer opportunities for everyone to share their ideas.

Let's talk about ways we can give ideas for giving acknowledgement (*pasha pasha* / click / hands / feet, etc.). Probing is a great tool for encouraging active participation.

PROBING IS ASKING FOLLOW-UP QUESTIONS TO GAIN MORE UNDERSTANDING.

- Can you explain more?
- Could you put it another way?
- Can you tell me more about that?
- But why, how, who, what, when, where?
- Anything else?



STORYTELLING

We use storytelling as a way of communicating and helping others remember important messages. Storytelling is a unique African way of sharing and connecting to one another.

Children also learn through stories. In groups, discuss some fun ways that groups can use storytelling.



ACTIVITY:

In pairs, discuss how you would use one or more of these tools in a group.

- Which do you think you will use often? Why?
- Which sound tricky to you?



THE ELPT FACILITATOR'S RECIPE FOR SUCCESS

- You are role models (passion, purpose and service).
- Be energetic and fun.
- Always ensure a safe, welcoming space for participants.
- Knowledge empowers us. When we know more, we can do better.
- We are “detectives”, not “judges”.
- Everyone should have the opportunity to listen, speak and share in ways that they feel safe, heard and valued.
- Practise each session - in front of a mirror and / or being videoed or using audio recording. This invites confident facilitation.
- You are a guide from the side; watching, sharing, listening, with the interests of the group at the heart of each session.
- Confidently use a variety of tips, tools, ideas and materials provided. This will keep the participants engaged and excited.
- Commit to using the 3 R's with your “buddy coach”. This offers value, as you will Reflect, Review and Press Reset, after each ELPT session.
- Ask for help. It's a sign of strength.
- It's always about: “WE did it!”, rather than “I did it!”
- Read through the Facilitator Guide and playbook well in advance prior to the ELPT session.
- Practise delivering the material in your own unique way.

WHO IS A CAREGIVER?



ACTIVITY:

WHAT ROLES DO THE FOLLOWING CAREGIVERS PLAY IN THE LIVES OF CHILDREN:

- * Mother
- * Father
- * Grandparents
- * ECD practitioners
- * Neighbours
- * Community members
- * Other family members

WHAT IS THE DEFINITION OF A SUPPORT GROUP?

- ✓ Working in partnership to educate one another and offer support.
- ✓ Building trust between teachers, parents and communities.
- ✓ Building a support system for children and their families.
- ✓ Increasing the knowledge about the needs of the children and their families.



GROUP DISCUSSION ACTIVITY

How do parents usually gather in your community?
How can we encourage parents to join our groups?
Are ECD centres a useful place for parent gatherings? Why?

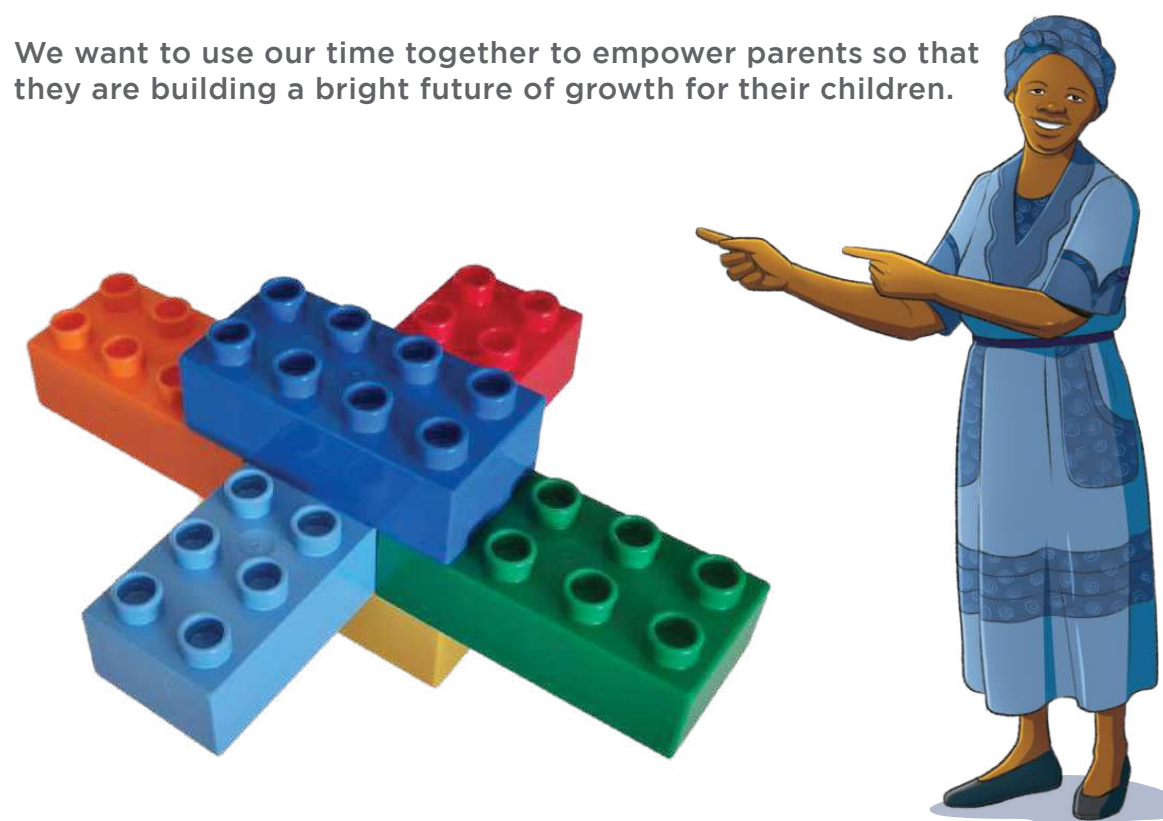
SECTION 2

THE ELPT PARENT ENGAGEMENT PROGRAMME

INTRODUCING THE ELPT PROGRAMME

Just like building with LEGO bricks, parents and caregivers have the opportunity to build into the lives of their children.

We want to use our time together to empower parents so that they are building a bright future of growth for their children.



Using 6 LEGO bricks you can explain the programme to anyone:



= THE PARENT / CAREGIVER HOLDING IT ALL TOGETHER

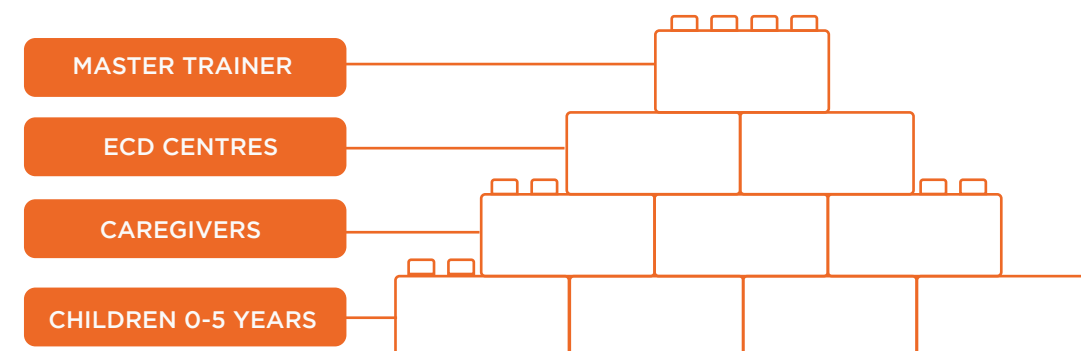


= EAT LOVE PLAY TALK



= YOUR CHILD'S BODY AND BRAIN

WHAT IS MY ROLE?



ROLE EXPECTATIONS:

MASTER TRAINER:

- Attend once-off face-to-face opening of ELPT training (facilitation skills and how to train facilitators on this content + Session 1 training)
Transport and accommodation provided by DOMORE
- Attend monthly trainings on session topics (virtual) - 6 (Session 2 - 7)
- Recruit a chosen number of ECD centres in your community to join the programme (see suggested criteria on the following slide)
- Compile a spreadsheet of the parents in the ELPT sessions based on information from the registration forms + working with ECD centres to recruit 26 caregivers per centre in January / February (Invite letters provided)
- Create a WhatsApp group for each ECD centre with the participating parents
- Distribute session resources ("session boxes") to each ECD centre each month for the session
- Conduct the overall introductory ELPT facilitator face-to-face training with selected facilitators
- Conduct monthly face-to-face training sessions with the facilitators and request feedback on previous session (part of M&E submissions)
- Attend the sessions hosted by the ECD centres / facilitators for the first few sessions (as a helper but NOT as a facilitator at all)
- Attend the final celebration sessions at the end of the month

- Arrange deliveries of DO MORE porridge for the ECD centres for children and for the programme
- Act as the first point of call for facilitators on ELPT

ECD CENTRES:

- Attend 7 facilitator training sessions over 7 months
- Deliver 7 ELPT sessions to caregivers over 7 months
- Receive and hand out resources at all 7 sessions
- Prepare and set up the ELPT sessions every month
- Keep an attendance register of all the caregivers
- Send out invitations to the parents and receive completed registration forms
- M&E requirements (including pre- and post-KAP questionnaires and end-of-year focus groups)
- Work with your practitioners as co-facilitators
- Co-operate / work with the Master trainer

CAREGIVERS:

- Attend 7 x 2-hour session (one every month)
- Bring their play bags and resources every month
- Action the "home play" and other things experienced during the session to implement ELPT with their children

SESSION STRUCTURE

LET'S UNPACK THE STRUCTURE OF THE SESSIONS:

A session is structured in a way that allows group members to get to know one another, feel safe and have fun!

THERE ARE 7 SESSIONS IN THE ELPT PROGRAMME.

We suggest you meet with parents once a month. Each session lasts 1,5 hours. It is important that you ask participants at the first session which day of the month and week they can meet, and at what time. If you set the time without consulting with the participants you might not have good attendance.

Plan your dates in advance. These can always be changed but at least you have a plan.

HOW TO PLAN A PARENT GATHERING:

- Where would you start with preparation for a gathering?
- You would start with identification and recruitment of the parents before you work out the physical arrangements of the meeting.

WHO SHOULD WE INVITE? [ATTENDEES]

List 3 places where we could recruit or invite parents to your ELPT group:

1. _____
2. _____
3. _____

THERE ARE A NUMBER OF ARRANGEMENTS TO BE MADE:

- Arranging a venue and safe space for sharing
- Providing refreshments
- Preparing a topic or dialogue
- Setting up your space in a circle
- Checking you have all the resources you need for the session

AS TRAINERS WE ALL HAVE OUR STRENGTHS AND AREAS WE WOULD LIKE TO IMPROVE. SOME PEOPLE ARE BETTER AT SOME THINGS AND OTHERS NEED SOME HELP OR PRACTISE.

What are your strengths when leading a group?

What are some things you would like to be better at when leading a group?

How can we improve in these areas? How can we celebrate our strengths?

HOW DO I DEAL WITH CHALLENGING GROUP MEMBERS?

ROLE	HOW THEY ACT / BEHAVE IN A GROUP	HOW COULD WE RESPOND TO THESE PARENTS?
“LEADER” PARENT		
“QUIET” PARENT		
“TALKATIVE” PARENT		
“ANGRY” PARENT		
“JOKER” PARENT		
“LATE” PARENT		

HOW TO DEAL WITH CHALLENGING PARENTS: ANSWERS

THE “LEADER” PARENT:

HOW THEY ACT / BEHAVE IN A GROUP?

- Bossy
- Looks for control of the group
- Gives Instructions
- Corrects others unnecessarily

HOW COULD WE RESPOND TO THESE PARENTS?

Give responsibility / Assign tasks:

“Would you be able to help me with this?”

“I need someone in charge of....”

This is a parent who enjoys control. Assigning them a responsibility or task will satisfy their need to have agency in situations in which they feel out of control.

Give everyone a turn to lead:

“This week, can you please hand out the playbooks?”

“Next week it would be great if you could help me pack up.”

THE “QUIET” PARENT

HOW THEY ACT / BEHAVE IN A GROUP?

- Limited to no participation
- Withdrawn
- Doesn’t talk in the group
- Sometimes resistant

HOW COULD WE RESPOND TO THESE PARENTS?

Working in pairs invites the quiet parent to build confidence and use their voice. Emphasise that everyone’s voice is important.

We all have value to add.

Inclusion: Ask quiet parents to provide their thoughts and ask for them by name. It is important that you emphasise that there are no right / wrong answers, and that the intention is to learn from each other.

“Them bisha, what do you think about what the group has shared?”

Build trust: Build rapport and trust through asking quiet parents about their interests. Work on finding commonalities and points of shared interest.

THE "TALKATIVE" PARENT

HOW THEY ACT / BEHAVE IN A GROUP?

- Seeks attention
- Confident
- Insecure / Nervous

HOW COULD WE RESPOND TO THESE PARENTS?

"Thank you for all you've shared. We would like to hear from some other parents so that everyone gets a turn."

Encourage the democracy of time: Each session, it is important for you to emphasise the equal use of talk time. This means that all participants are given an equal opportunity to share. Use a timer. You each have 3 minutes. When the timer goes off, it is your partner's turn.

THE "ANGRY" PARENT

HOW THEY ACT / BEHAVE IN A GROUP?

- Irritable
- Hostile and easily triggered
- Confrontational
- Often opinionated

HOW COULD WE RESPOND TO THESE PARENTS?

Acknowledge and accept the emotions: Choose to act in ways that role model what happens when they are big emotions. Choose to take a few big deep breaths before speaking.

"I can see you're upset. Let's discuss this privately afterwards."

"We should remember in the group that respect is important. Even when we are resolving conflict, it's important that everyone speaks to one another kindly."

Shift it from naming it a problem to "this is the situation".

THE "JOKER" PARENT

HOW THEY ACT / BEHAVE IN A GROUP?

- People-pleasing
- Insecure / Nervous
- Attention-seeking
- Overwhelmed by content

HOW COULD WE RESPOND TO THESE PARENTS?

Use ice breakers or fun games to focus the group's energy.

"Thank you for that fun and laughter. We are going to spend some time opening up the room for games again!"

"Our words are powerful. We choose to use words that are helpful rather than potentially hurtful."

"It's not always funny to make a joke if it may hurt someone else. We should remember to show care when making jokes in the group so that everyone can freely share."

THE "LATE" PARENT

HOW THEY ACT / BEHAVE IN A GROUP?

- Preoccupied
- Uninterested
- Unmotivated
- Overwhelmed

HOW COULD WE RESPOND TO THESE PARENTS?

Show understanding and empathy: The late parent is possibly juggling any demands and responsibilities. Ask the parent to share what they are busy with.

"What is keeping you late? How can we support you?"

Offer support in helping the parent to better manage their time: Help the late parent to brainstorm different ways to better manage their time. Highlight different options for support.

A NOTE TO THE FACILITATOR

In most cases, it is best to treat each parent individually. It is important that you talk to parents as adults, and carefully word your responses.

If you have a challenging parent, you might use the group contract to help you address the issue.

Take time to talk to your group about the agreement you made in Session 1.



PROVIDING PARENTS WITH RESOURCES:

This programme is designed to include a number of relevant incentives which can be given to parents with each session.

What is the benefit of incentives to a programme?

What are some of the risks involved with incentives?

How can we use incentives without creating an expectation or a handout mentality?



WE CAN USE RESOURCES:

- to motivate
- to give skills or knowledge
- to demonstrate an idea
- for fun
- to encourage attendance
- to support the ELPT mission



WE DON'T USE RESOURCES TO:

- force parents
- bribe
- sell or make profits

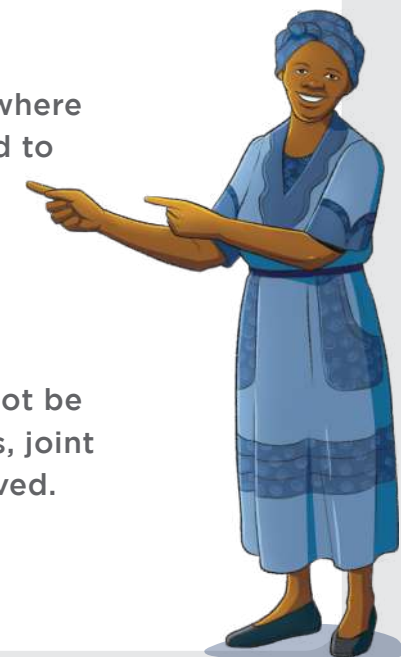
BUDDY COACHING & MENTORING

WHAT IS MENTORSHIP?

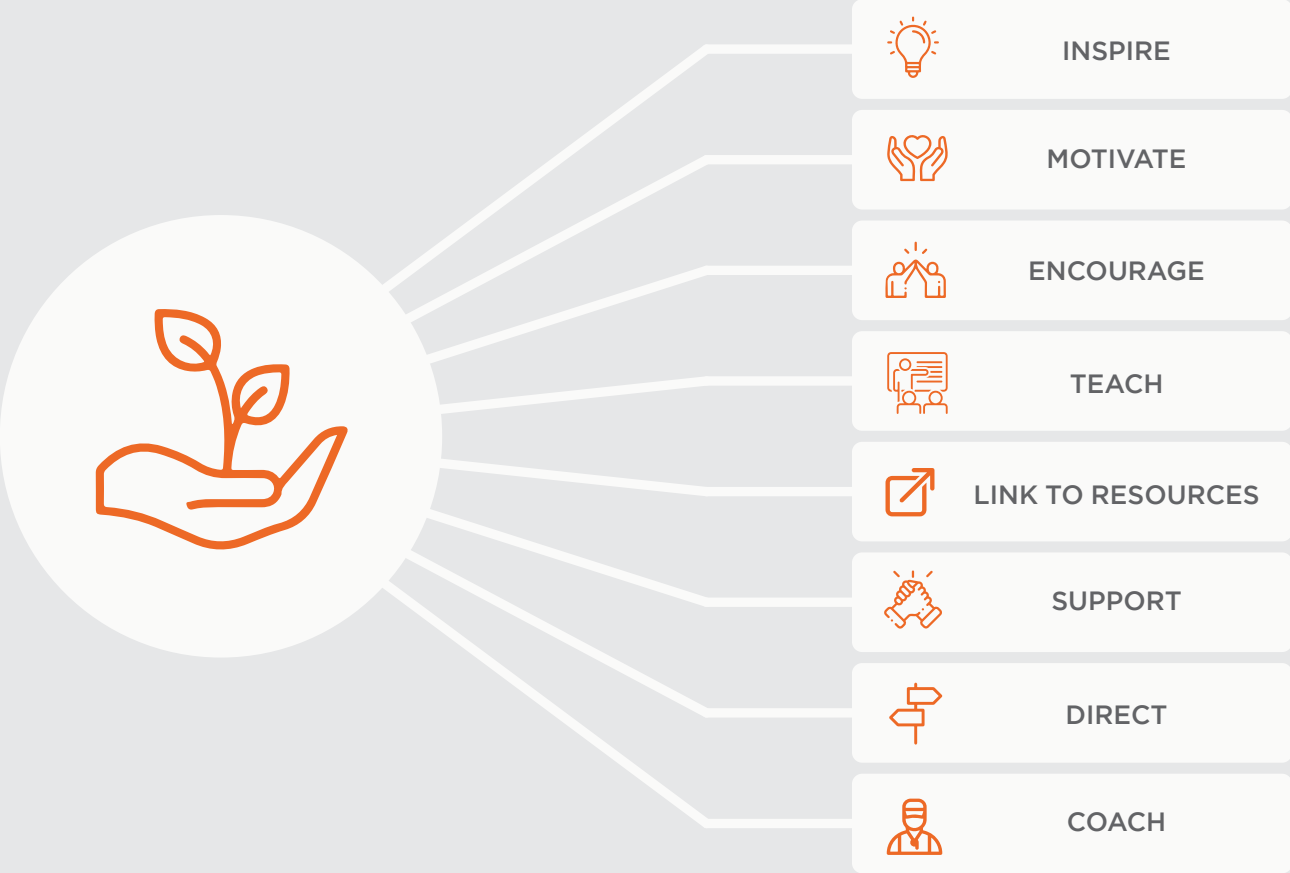
Mentorship is a special, growth-orientated relationship where the experience and skills set of the mentor are leveraged to build upon and strengthen the skills set of a mentee.

This relationship is marked by progressive growth for both the mentor and the mentee, through their ongoing commitment to learning and self development.

The importance of mentorship being a relationship cannot be overstated. It is through the sharing of lived experiences, joint problem-solving, and collaboration that growth is achieved.



ROLE OF A MENTOR:



MENTORING CAN ALLOW TRAINERS TO LEARN FROM THEIR MISTAKES, BENEFIT FROM PEER INPUT, AND LEARN ON THE JOB.

WHY WOULD YOU WANT TO BE MENTORED?
WHY WOULD YOU WANT TO MENTOR ANOTHER TRAINER?
HOW DO YOU GIVE CONSTRUCTIVE FEEDBACK TO FACILITATORS?
HOW DO YOU LIKE GETTING FEEDBACK?

SUMMARY OF THE SESSIONS

Sessions 1 - 7 (Content-specific sessions)

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the importance of the early years and their role in providing ELPT to support their young children’s growth and development
- be motivated to return to the next session

ELPT KEY MESSAGE SUMMARY

SESSION 1: EAT LOVE PLAY TALK IS IN YOUR HANDS

KEY MESSAGES OF THE SESSION

- The early years, starting from conception, are the foundation of your young children’s lives and a critical period of growth and development, especially brain development.
- You, the caregivers, are the most important people in your young children’s lives.
- There is SO MUCH you can do in your everyday activities to build this strong foundation through the way you provide EAT LOVE PLAY TALK. The magic is in your hands!
- Babies and young children need lots of EAT, LOVE, PLAY and TALK every day to grow and develop well.
- Your child is unique. Everyone has different talents and abilities, and young children do not all develop and reach their milestones at the same time. You can help them to be the best they can be.
- We can share, learn and grow together to support our young children.

SESSION 2: THE BEGINNING OF THE JOURNEY

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the need to support pregnant mothers in their community and be motivated to help
- understand the importance of breastfeeding and resources they can draw on for support around breastfeeding
- understand how exciting their baby's development is in the first 6 months
- understand methods of bonding during the first 6 months (breastfeeding, storytelling, talking, singing and nursery rhymes)

KEY MESSAGES OF THE SESSION

- A healthy pregnancy is very important to ensure a good start to a child's life. Support pregnant mums!
- Breastfeeding and bonding are very important for both mother and baby.
- Breast milk is the best possible food for your baby and protects your baby from getting sick.
- Breast milk is ALL your baby needs for the first 6 months.
- Breastfeeding and skin-to-skin contact help to build and grow the love between you and your new baby.
- EAT LOVE PLAY TALK with your children begins from conception. It's never too late to start!
- Talk to your baby from birth in everything you do with him or her. Sing and tell stories too.
- There are support services available to mothers.

The *Road to Health Book* is a useful tool for parents. It is not only for nurses and doctors. How to *Raise a Healthy and Happy Child* is written just for you!

- Sign up for *MomConnect*.

SESSION 3: THE BEGINNING OF THE JOURNEY

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the importance of feeding their young children healthy, fresh foods (how much and how often, especially protein) and offer clean water from 6 months old
- be given new ideas around love, play and talk with children from 6 months to 2 years old

KEY MESSAGES OF THE SESSION

- From 6 months old, your baby needs more than just breast milk. This is when you start introducing baby to a variety of healthy new foods while still breastfeeding.
- Use fresh, natural foods as much as possible.
- Give your baby eggs, chicken liver or other mashed proteins every day.
- Continue to breastfeed until your little one is 2 or older.
- Give your baby clean, safe water if he or she is thirsty.
- You can find information on infant and child feeding in *The Road to Health Book* / *How to Raise a Healthy and Happy Child*.
- Handwashing is very important - before we breastfeed, prepare food, eat, after we play, after we use the toilet and after changing nappies.
- Once your little one is sitting properly and can hold things (about 9 months old), let them use their clean hands to feed themselves.
- Eat fats sparingly. Use salt sparingly. Limit sugar as much as possible.
- Our children need us to show love and enjoy playing and talking about the world around them.
- Play is having fun together. It can take place anywhere, any time, in many ways and with many different things. Play is the way children learn best!

SESSION 4: KEEPING OUR BODIES AND BRAINS STRONG

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the importance of proteins, examples of what they are; what they do for you; what happens if you do not have them and practical ways to prepare them for children (i.e. certain recipes)
- learn about memory games they can play in the home as well as using the protein food cards

KEY MESSAGES OF THE SESSION

- Foods that build your body and brain are called proteins, which children should eat every day.
- Good examples include: chicken, chicken livers, fish, meat, eggs, lentils, split peas and beans, soya and peanut butter.
- If young children do not get enough protein they can become weak and tired and don't grow and develop well.
- Take your children to the clinic for every visit shown on each child's *Road to Health Book*. Clinic staff will check your child's growth and development, as well as give them their immunisations, Vitamin A dose and de-worming medicine.
- Playing memory games is an excellent way to play with your young children. Hide objects or use cards to practise and improve memory.
- We can build loving relationships with our children by spending time with them, playing with them, telling them stories and talking to them about everything they are doing or experiencing.
- As your children begin to move around, make sure your home is safe!

SESSION 5: KEEPING OUR BODIES HEALTHY

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the importance of fruit and vegetables, examples of what they are and what they do for you
- learn different ways of encouraging children to eat vegetables and fruits

KEY MESSAGES OF THE SESSION

- Foods that protect our bodies and brains and keep us healthy are fruits and vegetables.
- Try to eat as many fresh foods of different colours every day. Aim for at least 5!
- Try to ensure your children and family eat at least one fresh yellow / orange and at least one fresh green leafy vegetable daily.
- The best drink for the whole family is lots of clean, safe water.
- Just like we care for and protect our children from harm, these foods protect us.
- Young children can choke on things; be with your child when they are eating. Just like these foods protect us, we protect our children from choking.

SESSION 6: KEEPING OUR BODIES FULL OF ENERGY

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the different types of foods that give your body energy
- understand the different choices they can make when it comes to what food to put on the plate (healthy versus unhealthy)
- be provided with active play ideas in the home

KEY MESSAGES OF THE SESSION

- Fats and carbohydrates give us energy. Some are healthy. Many are not. We have the power to choose healthy food options.
- Fresh natural foods are best. You can teach your children healthy eating habits / how to make healthy food choices.
- Avoid fatty fried foods, processed foods, too much salt, sugar and fizzy drinks.
- Everyone, but especially young children, needs to be active and get daily exercise through fun games in a safe environment.
- Dental hygiene is important from the moment your child gets their first tooth.
- Everyday activities provide you with plenty of opportunities for your children to learn through play.

SESSION 7: STRONG FAMILIES = STRONG CHILDREN

GOALS OF THE SESSION

CAREGIVERS WILL:

- understand the importance of mealtime and how this is a time of togetherness
- understand important points around hygiene and food preparation in the home for good health
- understand the importance of eating a whole meal with foods that build, foods that protect and foods that give us energy
- understand how EAT LOVE PLAY TALK are ways in which we can be active parents and support children's growth and development
- reflect on past learning during the programme

KEY MESSAGES OF THE SESSION

- Meals are a time of togetherness and an opportunity to talk and care for one another.
- Young children have small tummies and need to eat more often than adults – at least 5 times a day.
- Make mealtimes pleasurable. Don't force children to eat more than they need or want.
- Food preparation and kitchen hygiene can be done together, and the kitchen is full of items and activities through which children can learn many things.
- When we have meals together we model behaviour by what / how we eat.
- As a family, be active, have fun and enjoy being outside together.

SECTION 3: ELPT STORIES

THANDI'S JOURNEY

Please read all the stories and change the names to ones familiar in your community.

Also feel free to adapt the stories to make them real and appropriate for your community.

A NOTE TO THE FACILITATOR

THE STORIES WILL NEED TO BE TRANSLATED AND READ IN THE LANGUAGE OF YOUR PARTICIPANTS.

At each session, choose one or more of your participants who can read to take the parts of people in the stories, e.g. the clinic sister or Sipho or Ma Vilakazi – so that it is a dialogue between people. The facilitator takes the main part.

THE STORIES ONLY BEGIN FROM SESSION 2.

SESSION 2: THE BEGINNING OF THE JOURNEY



Ma Vilakazi was taking her two grandchildren to the clinic when she met her friend, Ma Ngobese's daughter, Thandi.



- Story takes 6 minutes for 2 people to read.
- The facilitator takes the role of Ma Vilakazi in this session.

Ma Vilakazi:

“Morning, Thandi. Your Ma told me you are expecting a baby. How are you doing? I remember being young and pregnant and being quite scared of everything that was happening to me. Are you going to the clinic for your checkup?”

Thandi:

“Yes, Ma Vilakazi. And I am also scared. There are so many things I don't know and my body feels so different.”

Ma Vilakazi:

“I remember feeling just like that. We are so lucky there are clinic sisters who are always ready to help us and walk side by side with us on this new path. I remember learning so much from my clinic sister way back then.

In fact, there are 5 key things she told me that I can STILL remember!

(Tip for Ma Vilakazi: Lift one finger at a time as you go through these 5 things).



- 1 To go to the clinic AS SOON AS you think you may be pregnant and then for EVERY health check (8) after that and take the supplements they give you.
- 2 To eat the healthiest food I can – for my own health and the health and brain development of the baby growing in my tummy.
- 3 No alcohol, no drugs, no smoking, because these will damage my baby's brain. That really scared me and I stopped straight away!
- 4 Self-care – to look after myself by staying healthy; only taking medication given by a health worker; drinking lots of clean water and getting light exercise and rest.
- 5 To get support from my clinic, my family, my friends, my social worker and my church.

So that's 5 words to remember: clinic; food; no alcohol; self-care and support! (Use your fingers again) and now I think she would also tell me to join an antenatal class like *Flourish*, if there's one in your community!”

You'll learn so much about yourself and your baby and you'll make new friends and have fun with other expectant mothers!

And another thing – do get the clinic to sign you up for the National Department of Health's **MomConnect** free messaging service. I hear it is full of helpful advice for pregnant mums and mums of babies and young children."

Thandi:

"That's 'sharp', Ma Vilakazi! I'm going to use my 5 fingers to help me remember those 5 important things! I also want to learn more about caring for this baby, so I'll definitely see if there's a *Flourish* antenatal class here. Ma tells me it's best to breastfeed my baby, but I don't think that's what the other young mums are doing?"

Ma Vilakazi:

"Your Ma is wise as ever! Certainly breastfeeding is best for your baby and from the moment he or she is born! How is your memory? Can you use your other 5 fingers to remember another 5 things?" (Once again, Ma Vilakazi lifts one finger at a time on the other hand for each of these points).

- 1 Start breastfeeding as soon as baby is born! That first yellow milk, colostrum, is very important for the baby and is like the baby's first antibiotic to protect him from getting sick.
- 2 Breastfeed as often as baby wants – at least 8 to 12 times during the day and night. The more baby sucks from you, the more milk your body will provide!
- 3 Give your bay ONLY breast milk for the first 6 months - nothing else - not even water! Breast milk has EVERYTHING your baby needs - food, water and protection against illness. It's like a miracle food and it's free, at the right temperature, fresh and hygienic.
- 4 No other foods until the baby is 6 months old. Babies' little tummies are delicate and other foods can damage them.
- 5 Carry on breastfeeding until your baby is at least 2 years old if you can!

Thandi:

"That makes it easy for me to remember, Ma Vilakazi – 5 things to remember for each hand! But the other girls tell me breastfeeding is too hard, so I'm frightened to start!"

Ma Vilakazi:

"It can be hard to get started, Thandi! I really struggled when I started breastfeeding, but my clinic sister and other mums encouraged and supported me and it became easier and easier. I found that the more I breastfed, the more milk I had. Eventually I managed to breastfeed my little one until he was 2, which gave him a really good start in life! I'm sure your Ma will help, but if you struggle, do go to the clinic for help.

Thandi, your time of pregnancy is SO important. Do you know how much your baby's brain is growing while he's in your tummy? Just imagine! He or she will even learn to recognise your voice before birth! And once your baby is born, keep his or her skin to your skin as much as possible in the first few weeks. That way your baby will feel loved, safe and secure. Babies need so much cuddling and love being close to their very special Mum!"

Thandi:

"Ma Vilakazi – I'm so pleased I bumped into you today - you've been such a help! I really feel excited about having this baby now and I want to learn as much as I can. Thank you so much!"

Ma Vilakazi:

"Pleasure, Thandi. Anytime. And send my best wishes to your Ma!"

SESSION 3: BUILDING ON A GOOD START



Thandi's baby is now 6 months old. She's at the clinic to have her checked and get advice on introducing other foods. Ma Vilakazi is also at the clinic with her grandchildren for their growth monitoring and immunisations.

- Story takes 6-7 minutes for 3 people to read.
- The facilitator takes the role of the clinic sister in this session.

Ma Vilakazi:

"Hi Thandi. How good to see you! I see your baby is getting big now! She is beautiful!"

Thandi:

"Hi Ma Vilakazi. Good to see you too! I remembered all your 10 messages - 5 fingers on each hand! Now see what a beautiful baby daughter I have! Her name is Hlengiwe!"

Ma Vilakazi:

"Welcome, little Hlengiwe! What are you doing at the clinic today?"

Thandi:

"I've brought Hlengiwe to check how she's growing, because I'm still only breastfeeding her. I need to ask the sister how I can start giving her other foods and what foods to give her. And she needs her 6-month immunisation."

Ma Vilakazi:

"I'm also at the clinic for my grandchildren's health checks! Today they will be checking Siphos and Vuyiswa's growth to see how they are doing and if the healthy food I'm giving them is helping them to grow well."

I have both children's *Road to Health* books so that when the sister has weighed and measured them, she can record it in each of their booklets. Siphos also has to have his vaccination and Vuyiswa is due for her Vitamin A dose and de-worming medicine.

Did the clinic give you a copy of *How to Raise a Healthy and Happy Child*? Don't you find it is full of useful information on all sorts of things you need to know as a mother or grandmother?"

Thandi:

"They did indeed and it is most useful! Ah - it's my turn to see the Sister!"

Clinic Sister:

"Morning, Thandi. I see you have brought little Hlengiwe in for her 6-month vaccination and growth check. That's great. Well done on making sure you have brought her for all her health checks and vaccinations in her first 6 months. I can see she's doing really well. I've weighed and measured her and her growth is right on track for her age. Congratulations on persevering with breastfeeding!"

Thandi:

"Thanks, Sister. I found it so hard to start with and I was worried that Hlengiwe wasn't getting enough milk to drink and that's why she was crying so much. I was so tempted to give her porridge so that she would stop crying and I could get some sleep. But I found that as I got to know my baby, babies cry for many reasons. Sometimes it's just because they need a cuddle."

It was you and Ma Vilakazi who persuaded me to keep trying with breastfeeding and that the more I breastfed, the more milk I would have. I didn't believe you at first, but it worked! And it has saved me so much money and time. When I worked it out, buying formula would have used up almost all my Child Support Grant AND it wouldn't have been as good for my baby! Now I need to know how to start her on other foods."

Clinic Sister:

"You're quite right, Thandi. From 6 months, you need to continue breastfeeding first and then you can start adding other foods. Did I mention to you the last time we spoke that having sex with your partner does not affect your breast milk? Some people believe this, but it's just not true."

Thandi:

"No, you had not told me, but thank you for telling me. Can I start adding baby porridge from 6 months? I see some of the mums only feed their babies porridge?"

Clinic Sister:

“It’s fine to give her mealie meal or mabele or oats porridge once a day, but it’s best to give her fresh foods if you can – 1 or 2 teaspoons of sweet potato or pumpkin mashed fine. Introduce a new food one at a time for 2 or 3 days to see that it doesn’t upset her tummy before you introduce another food.”

Thandi:

“What are the best foods for me to give Hlengiwe?”

Clinic Sister:

“Every couple of days you can add another whole food until she’s eating lots of different fresh foods (not processed foods). It’s especially important for you to give her foods that will build her body and brain, like egg, chicken liver or mashed fresh or tinned fish. You can even mix a little breast milk in if she likes that.

Then you can start her on green leafy vegetables like *imifino / morogo* / spinach also mashed fine. Be very patient when you feed her - just little teaspoonsful at a time and don’t force her to eat. Stop when she turns her head away and has had enough.”

Thandi:

“How often should I be feeding her?”

Clinic Sister:

“Keep breastfeeding her when she shows you she is hungry and give her a few teaspoons of other foods 3 or 4 times a day. As she gets older she should be eating many different fresh foods, but every day she should have some protein-rich foods like red / yellow / black beans, egg, liver, meat, chicken or fish as well as lots of different orange / yellow and green vegetables and fruits.

You don’t need to add sugar to anything. Sugar just makes her want to have everything sweet and it’s not good for her or you. If you feed her lots of different fresh foods you will be giving her the healthy food she needs to grow well, stay healthy and strong and to make her brain clever.”

Thandi:

“How much should I give her?”

Clinic Sister:

“As she grows older, you can give her a little bit more and a little bit more of many different foods until she is having 4 or 5 small meals a day. You don’t need to mash her food so finely as she gets older.

You can gradually make it lumpier and lumpier, and then when she can sit properly at about 9 months, you can cut her soft food up into small pieces and she will love feeding herself.

I know it’s messy but this is all part of Hlengiwe’s learning. She is learning to use her little fingers to pick things up and then to make her eyes and hands work together to find her mouth. Practice make perfect!”

Thandi:

“While she’s still breastfeeding do I need to give her anything else to drink?”

Clinic Sister:

“As you know, for the first 6 months, breast milk has all the food and water a baby needs. You don’t need to give her any water. From 6 months you will continue to breastfeed first until Hlengiwe is a year old and you can give her clean safe water when she’s thirsty.”

Thandi:

“That’s good to know. Thanks, Sister and thank you for walking side by side with me and supporting me and Hlengiwe every step of the way!”

Ma Vilakazi:

“I’m leaving now, Thandi – good bye and good luck for the next exciting stage of Hlengiwe’s development. I can see she’s doing so well! She’s so bright and alert! Aren’t we so lucky to have such good clinic services and the best thing is that they are FREE for children under 6!”

SESSION 4: KEEPING OUR BODIES AND BRAINS STRONG



The clinic scene continues...

- Story takes 5 minutes for 2 people to read.
- I suggest the facilitator takes the role of the clinic sister in this session.

Thandi:

“Sister, what happens once Hlengiwe turns one?”

Clinic Sister:

“Once Hlengiwe turns one, you can give her food first and then breastfeed her. On hot days or when she’s thirsty, you can give her clean water in a clean cup. It’s much better to use a cup than a bottle.

Do try and carry on breastfeeding until Hlengiwe is at least 2 years old, but if you do stop breastfeeding after she’s a year old, you can introduce her to full cream cow’s milk and she should drink milk or have *maas* or yoghurt twice every day because it helps her bones to grow strong.

If you do need to leave Hlengiwe with your Ma, express your breast milk into a clean cup for Ma to feed Hlengiwe. Your breast milk will stay fresh for 4 to 6 hours even out of a fridge.”

Thandi:

“I know you said I must give Hlengiwe eggs, liver, chicken, meat or fish every day to help her grow strong, but these things are so expensive. What else can I give her?”

Clinic Sister:

“Dried beans, peas, lentils and soya are also good foods to make Hlengiwe strong and they are not as expensive. Just soak them overnight to make them soft before you cook them. Tinned pilchards are also good and not as expensive as meat.

Have a look at some of the other foods you’re buying and see if you can’t swap some of them for healthier foods like eggs.

For example - do you buy 2-litre fizzy drinks, *vetkoek*, sweets, chips or NikNaks? Rather save that money and buy healthy foods. Whatever you do, don’t offer Hlengiwe teas, coffee, fruit juices and especially not fizzy drinks.

These will fill her up and then she won’t be hungry for the healthy foods! The same goes for sugary or salty snacks like sweets, chips and NikNaks. They just fill her up but are not healthy and do not help to make her body and brain strong.”

Thandi:

“Sister, when will Hlengiwe be able to eat the same food as the rest of the family?”

Clinic Sister:

“By the time she’s about 2 and a half she will probably be able to use a spoon to feed herself most of the time, and by 3 she will most likely eat what the rest of the family is eating.

You will need to set her a good example by eating the healthiest food you can as a family! By then she will need her 3 healthy meals and 2 healthy snacks in between. Little children have little tummies and need to eat more often than grown-ups.”

Thandi:

“I can’t wait for her to be able to join the rest of us for meals!”

Clinic Sister:

“She can already! She will love to feel part of the family! And Hlengiwe will love it if you talk to her while she’s eating, encouraging her and putting into words what she is doing.

Every word she hears is a building block for her own language development. She loves it when you spend time together eating, talking and playing. You are number 1 in her life!”

Thandi:

“I know! Hlengiwe just loves it when anyone in our family plays with her. She shrieks with delight when we play ‘peek-a-boo’, hiding our faces behind a blanket and then surprising her!

And then when we roll her on the bed, she waves her arms and legs with pleasure. You should hear her laugh when her Dad comes and throws her up and catches her. She's already beginning to say 'dada, dada'!"

Clinic Sister:

"I can just hear how proud you are of little Hlengiwe! It's so good to see a mum do the best she can to give her little one the best start in life!

You are laying a strong foundation for Hlengiwe to grow and develop well – and most importantly, the time you spend playing and talking with Hlengiwe, singing her songs and rhymes and telling her stories – you are investing in her brain development and setting her up for success in school and life!

I'm sure you know that your baby's brain is like an incredible computer. It is growing faster in these early years than in any other stage of life! You need to feed her body and feed her brain with your love, play and talk!

See you both when you come back for your next visit!"

Thandi:

"Thanks so much, Sister! I really appreciate all the support you give me and Hlengiwe!"

SESSION 5: KEEPING OUR BODIES AND BRAINS STRONG



Dad and Hlengiwe (a toddler of about 2) choosing fresh vegetables and food.



- Story takes 5 minutes for 3 people to read.
- The facilitator takes the role of Dad, Sipho in this session.

Thandi:

"Goodbye, Sipho and Hlengiwe! Remember to take care when crossing the road! Please don't forget to hold Hlengiwe's hand, Sipho. She still doesn't realise how fast cars come and how dangerous they are!"

Sipho:

"Hlengiwe will be quite safe with me! Come, Hlengiwe – let's go! We're going to walk to Thabo's stall near the spaza shop."

Sipho:

"Hi Thabo. Your vegetables and fruits look nice and fresh! I hope your prices are good today?"

Thabo:

"I'll give you a special price Sipho because you and Thandi are such good customers!"

Sipho:

"Hlengiwe, can you point to something red? Clever girl – that's a tomato and very good for you to eat! How about something green? Ha – I see you know the fresh spinach and I know you love to eat that at home!

Now, can you show me something round? Well done, Hlengiwe – you've shown me an orange! Now – I'm holding round oranges in my hands – show me with your finger how many oranges I have? That's right – I have 2. Hawu – you are a clever girl already!"

Thabo:

"Sipho, I'm so interested to see you speaking to Hlengiwe about such things when she is so little. She can't possibly understand all these things!"

Sipho:

"You'd be surprised, Thabo! Did you know that little children's brains grow more and faster from the time they are conceived to age 5 than at any other stage of life? It's extraordinary how fast they learn! We started talking to Hlengiwe, singing her songs and telling her stories from the time she was born.

We knew she couldn't understand what we were saying then, but every word heard became a building block in her own language development and now she understands so much, even if she doesn't always have the words herself.

She already knows her colours and can find round shaped things. She's even beginning to understand some numbers. Every day she surprises us with new understanding and new words!

It makes being a parent such fun when you notice these things! Now let me concentrate – I have to remember all the vegetables and fruits I need to buy!”

Thabo:

“What can I get for you today, Sipho?”

Sipho:

“Thandi told me I mustn’t forget to get a ‘rainbow’ of different coloured vegetables and fruit, so let me look at the prices and see how many different ones I can get for the money I have. She especially told me not to forget to get orange veggies like sweet potato, butternut, pumpkin and carrot as well as different green vegetables like spinach / *morogo* / *imifino* and green beans.

And then I’d love to get some fresh fruit if I have enough money. Hlengiwe loves avocados and bananas and they are so good for her. Thanks for giving us such a special price, Thabo – we appreciate it. Your vegetables and fruit keep us healthy and full of energy!”

Thandi:

“Oh good – you’re home! I see you managed to get a good selection of vegetables and fruit. That’s great. They are getting so costly; I really think we must consider growing our own, especially as we know how important they are for our health, and Hlengiwe’s.

I’m so amazed that she will eat almost anything now and I’m so glad Ma told me not to sweeten vegetables with sugar. She likes them just as they are. And the bananas and apples will make lovely snacks for Hlengiwe between her meals.”

Sipho:

“Come, Thandi! Hlengiwe and I are starving! Let’s have lunch! I see you have cut Hlengiwe’s food into small pieces so that she can feed herself. She loves doing that and she’s not as messy as she used to be! Sometimes she even uses a teaspoon to feed herself.

My goodness, she did give us a fright yesterday when we gave her a piece of meat that was a bit big and it stuck in her throat and she choked.

Thank goodness it shot out when I banged her gently on the back! It just shows how important it is to be with children when they’re eating and not to give them things they can choke on! Sjoy, Thandi – you have cooked us a delicious meal! I just love the smell of stew, pap and cabbage!”

SESSION 6: KEEPING OUR BODIES FULL OF ENERGY



Children outdoors at a community-based ECD centre; some pretending to drink tea together under a tree; others sitting in a circle with their lunch boxes in front of them and a teacher sitting with them? Hlengiwe is now about 3.

- Story takes 7 minutes for 2 people to read.
- The facilitator takes the role of the Mum, Thandi, in this session.

Thandi:

“Ma, can you take Hlengiwe to the Vulamehlo ECD centre today? I have so much to do at home and I don’t want her to be late. I’ve packed her lunch box with the food she’s chosen. She wanted a polony sandwich on white bread because that’s what a lot of her friends have, but I helped her make a better choice.

We discussed what foods were good to keep her healthy and strong and I explained to her that neither polony, nor white bread would help build her body and brain. So she has chosen a brown bread and peanut butter sandwich and an apple. I also put in a boiled egg because I know how good eggs are for young children.”

Ma Ngobese:

“Yes, I can do that, Thandi, as soon as I’ve finished hanging out the washing. Hlengiwe loves helping me do that. She sorts the clothes into different colours before I’m allowed to hang them up! Hlengiwe is really growing up – soon she’ll be making her own sandwiches! It’s a good thing we’re helping her make healthy choices!”

Thandi:

“Yes and I’m glad Vulamehlo has a healthy eating policy and follows the Nutrition Guidelines for ECD Programmes. It’s good that they are registered

with the Department of Social Development and get a subsidy to help them buy nutritious food.

I think today Hlengiwe will get DO MORE FOUNDATION sorghum porridge and milk for breakfast, and lentil stew with rice and butternut for lunch. And after their staff training with the National Department of Health, they have stopped adding sugar because they now know it's bad for the children and teaches them to only want sweet things.

I'm also really pleased that Vulamehlo does not allow the children to bring sweet, salty snacks like NikNaks and fizzy drinks to school because this just fills them up and then they don't want to eat healthy food. It also rots their teeth. They will be allowed to have them at the end-of-term celebration as it's a special occasion. But that reminds me! I must take Hlengiwe to the clinic for her dental checkup.'

Ma Ngobese:

"Come, Hlengiwe – let's go. It's nearly 8 o'clock and we don't want you to be late!"

Ma Ngobese returns from dropping Hlengiwe at Vulamehlo.

Ma Ngobese:

"Hawu, Thandi! Hlengiwe loves her school! She couldn't wait to join her friends in the playground! They were having such fun making a house under the tree and pretending to drink tea together! I hope the teachers don't let them play all day. They need to be learning something!"

Thandi:

"Oh, Ma – believe me – they are learning all the time! I was listening to a radio programme on [add local station name] FM the other day and the presenter interviewed an ECD expert who explained that children learn through play.

In fact, they learn from absolutely everything they experience! I couldn't believe it when she said that even climbing a tree or jungle gym is part of learning how to read and write when they go to big school. It helps them strengthen and control their muscles and know their left from their right.

Even when they are pretending to drink tea together, they are playing out what they see grown-ups do. It helps them understand their world! It just shows how careful we have to be not to shout at one another and be rude. Children will copy whatever we do!"

Ma Ngobese:

"I see Hlengiwe is also learning about hygiene and hand washing even though they only have a tippy tap at Vulamehlo. She reminded me the other day to wash my hands after I'd been to the toilet AND she remembered to wash her hands before supper!"

Thandi:

"She really learns so much at Vulamehlo. I'm so glad her teachers have been trained in ECD and make sure that the children have plenty of opportunities to learn through play.

They have time to draw and paint; to build with blocks; to pour and measure with sand and water; to put puzzles together and play special games with their teacher – so many learning opportunities! Hlengiwe even told me the story her teacher had told her at school yesterday!"

Ma Ngobese:

"I'm beginning to understand why you and Sipho always find time in your busy lives to spend with Hlengiwe, even if it means letting her help you with everything that needs to be done in the house. I see her helping you in the kitchen, sorting out the spoons and forks and laying the table.

She loves to help and it makes her feel so confident and important. She is even able to count out how many potatoes we need when the Vilakazi family joins us for *shisa nyama*. I'm sure I couldn't do that when I was her age! She LOVES to hear stories about when I was a little girl!"

Thandi:

"Yes, I remember even when I was growing up, you and Pa always tried to give us fresh foods and it was not so easy to get to the shops. We were lucky that there were families around us who grew vegetables and would swap us when we had fruit.

And there were not so many fast food places around. Their food smells and tastes nice but I know it's cooked with lots of oil and lots of sugar and salt. Ma Vilakazi was telling me that eating lots of these foods can cause you to have diabetes, high blood pressure and strokes when you get older.

I've said to Hlengiwe that we'll go there once a month as a treat for her to have a *vetkoek* / *amagwinya*. Ma! Do you mind going to fetch Hlengiwe? Can you believe it's school finishing time already? I'm really beginning to feel my pregnancy now and I'm so grateful when you and Sipho help me out."

SESSION 7: STRONG FAMILIES = STRONG CHILDREN



Sipho washing up; Thandi stirring something on a two-plate gas hot plate; Ma sitting at the table peeling potatoes; Hlengiwe age 5 laying the table; Sihle, baby brother, on a mat on the floor banging an up-turned tub with a wooden spoon.

- Story takes 6 minutes for 4 people to read.
- The facilitator takes the role of the Mum, Thandi, in this session.

Thandi:

“I can’t believe it’s Sunday and the beginning of another week again! How time flies! And next Sunday will be Hlengiwe’s fifth birthday! Hawu – how fast you have grown! We need to plan how we are going to celebrate your birthday, Hlengiwe! It’s your turn to choose what we’ll have for Sunday lunch and what you want us all to do with you!”

Hlengiwe:

“Yay! Does that mean we can have cake if I choose healthy foods for lunch?”

Thandi:

“It certainly does, my special girl! It’s a very special occasion!”

Hlengiwe:

“My birthday is also a Sunday lunch, isn’t it? So can we have my favourite – roast chicken with pap, carrots and spinach? And can I help you make a cake, Gogo? I’m good at measuring and stirring now.”

Ma Ngobese:

“You can certainly help me, Hlengiwe! Who would believe you are now five? I remember when you were even smaller than Sihle and we were trying to get you to eat butternut for the first time. You screwed up your little face and -

spat it out! What a mess you made! But we didn’t give up, we just mixed it with sweet potato until you got used to it and now you love butternut!”

Thandi:

“And remember when Hlengiwe found that dirty bone on the floor and started sucking on it? That was just when you started crawling and used to put everything into your mouth. We didn’t think too much about it, but then you started to get really sick with vomiting and diarrhoea, and you just lay on the bed with no energy.

I was so worried and didn’t know what to do! Luckily Ma Vilakazi came around and told us that little children can get very sick very quickly and can even die from bad vomiting and diarrhoea, so we rushed you to the clinic.

Once again that marvellous Sister Mthembu gave us medication, and told me to carry on breastfeeding and just give you small amounts of foods like mashed banana, apple, potato and butternut often, and you soon recovered.”

Sipho:

“It just shows how careful we have to be with hygiene always, especially with COVID-19 now. Hlengiwe, you are so good at reminding us to wash our hands every time we go to the toilet and before we eat.

Hlengiwe, did you remind Gogo to wash the vegetables before getting them ready for cooking? And we mustn’t forget to wash Sihle’s hands before giving him his food, especially as he’s been crawling around on the floor picking up all sorts of things.”

Hlengiwe:

“Are we ready to eat yet? I’m starving! And also I’ve got so much I want to tell you about playing with my friends at Vulamehlo this week.”

Thandi:

“Come, everyone. Let’s sit together. Let’s give thanks for the food we have. Sipho, please can you pick Sihle up and give him to me? I’ll hold him on my lap and feed him while we all eat. Hlengiwe – you still haven’t told us what else you want to do on your birthday?”

Hlengiwe:

“My best thing is when we play together as a family. Let’s play the memory game with those food cards you were given, Mum. We’d better start with just a few cards to help Gogo remember! When we’ve finished that, I want to play ball outside. Even Sihle will enjoy that! Once I’m 5, Mom, do I go to big school? I hope my friends all come to the same school.”

Thandi:

“Yes, Hlengiwe. Next year you will start Grade R at big school. You’ll even get to wear a uniform and special brown shoes. Pa and I are already saving money to buy these things for you.

It’s such an exciting time and you will get to learn lots of new things, even to read and write when you get to Grade 1. You were so lucky to go to a really good ECD centre. Your teachers have made sure that you have a really strong foundation to do well at big school.”

Ma Ngobese:

“I just want to say that you and Sipho have also played such an important part in making sure Hlengiwe has the best chance to do well in her future – all the care you’ve taken to make sure she eats the healthiest food you can afford; the time you’ve both spent with her talking, singing songs and telling her stories, even from when she was born; and how you’ve found time in your busy lives to play with her.

You’ve had such fun together! And now you have a very special young lady who’s happy, energetic, curious and hungry to learn new things. You can both be very proud of yourselves as parents!”

Sipho:

“I think we all need to give ourselves a big *pasha pasha!*”

PRACTICAL ACTIVITY: PLANNING A GROUP

SESSION TOPIC [S]: _____

DATE: _____ TIME: _____

VENUE: _____

HOW WILL YOU **ENCOURAGE PARENTS TO ATTEND?**

WHAT WILL THE **VENUE ARRANGEMENT** LOOK LIKE?

WHAT **FURNITURE / RESOURCES** WILL YOU NEED?

HOW WILL YOU **PREPARE FOR THE SESSION?**

WHAT **ARRANGEMENTS** WILL YOU MAKE **TO TAKE CARE OF THE CHILDREN?**

ANTICIPATED CHALLENGES:

HOW CAN YOU **PLAN FOR THESE?**

SECTION 4: CAREGIVER PLAYBOOK

ELPT PROGRAMME CAREGIVER PLAYBOOK

How to use the pictures in the caregiver playbook for storytelling.

TALK about the value of storytelling and reading, and how caregivers can encourage a love of stories and reading, in age-appropriate ways, by using the pictures in their ELPT playbook.

REMIND the caregivers that all children need to understand that pictures provide clues to what a story is about, and we want children to make that association, especially before they go to Grade R.

During the ELPT sessions, ENCOURAGE caregivers to tell their own stories about the pictures in their playbook, in pairs and in groups. Use the partner games as an approach, e.g. the one with the biggest hands / smallest feet / longest hair, etc. please share your story first.

They can do the same at home with their children, either telling them a story or, if age appropriate, allowing the child to tell them a story about the picture. Caregivers can encourage the child to look at the top, the bottom and the middle of the page, by using their hand to guide the child's eyes.

ASK QUESTIONS

Caregivers can ask questions about the pictures in the playbook as this will assist in developing important language and visual skills:

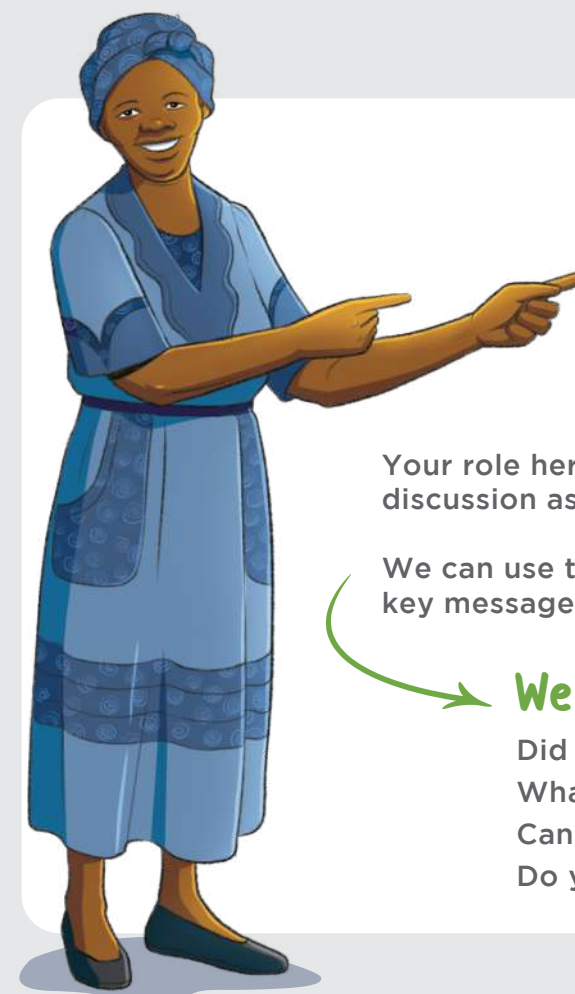
- What do you think is happening in this picture?
- What is happening in the field?
- Who do you think is hanging up the washing?
- What games do you think they are playing?
- How do you think the family here is feeling?
- What feelings do you notice on the faces of the children?
- Have you ever played that game?
- What games do you like to play?
- Where do you think they are going?
- What can you see under the chair?
- How do you feel about seeing this family?

Remind the caregivers that if the child finds it difficult to hold the playbook, allow the child to use a cushion to support his hands. Demonstrate. The child's nose should be in the middle of the page he is talking about. This will free up his eyes to move easily.

Ask caregivers, if age appropriate, to check that the child is able to RETELL A STORY they have told, as this is an important skill.

Talk about how caregivers can use the games played and the stories in the ELPT sessions at home, e.g. the child who is the tallest / wearing blue / the shortest child / the child with the most buttons on their shirt, etc. it is your turn to make up a story / retell my story / tell a different story / finish the story / begin this story / choose the food card game, etc.

Remind the caregivers that they can use the DO MORE FOUNDATION porridge packets, magazines, retail advertisements, and even a cereal box, etc., as storytelling and games material.



WE CAN USE PROMPTS
TO HELP US UNDERSTAND
THE WORDLESS PICTURE.

Your role here is to use the picture to create as much discussion as possible about the theme and topic.

We can use the pictures to talk to the parents about the key messages.

We can use questions like:

- Did you know...?
- What do you see?
- Can you tell that...?
- Do you spot...?

APPLICATION ACTIVITY:

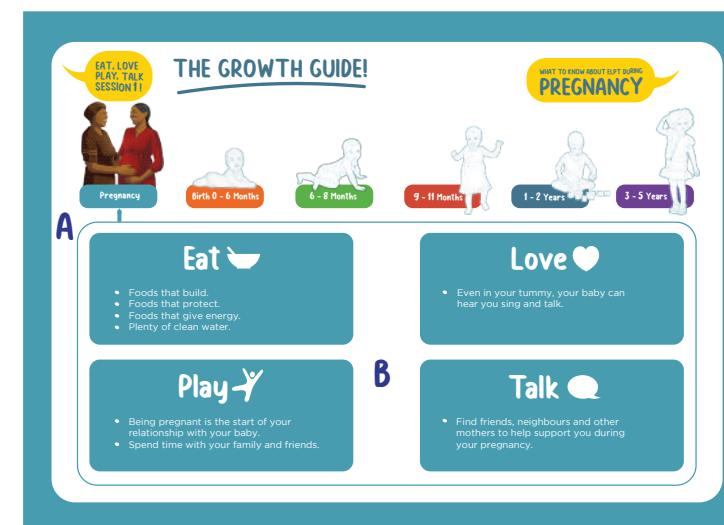
Look at the session guide for Playbook 1 and discuss in your groups how you can use it to plan your Session 1.



SECTION 5: NUTRITION BASICS

LET'S TALK ABOUT EAT LOVE PLAY TALK NUTRITION BASICS

NUTRITION GUIDE:



GUIDE FOR EATING DURING PREGNANCY:



BENEFITS OF BREASTMILK FOR BABY

- It has the perfect nutrients and water contents
- Protects against infection
- Its better for brain development
- It is always available, does not need to be mixed or made or warmed
- Breastfeeding helps baby and mom bond.



BENEFITS OF BREASTMILK FOR MOM

- Helps mother with weight loss
- Helps mother and baby bond with skin to skin
- It is free and convenient
- It saves time because it is ready on demand.
- As a baby grows, the mother's breastmilk changes to meet the baby's nutrition needs.
- Helps baby maintain a healthy weight
- It reduces risk of ovarian and breast cancer
- Lowers risk of mother developing diabetes

NUTRITION BASICS:



- Malnutrition
 - Underweight
 - Wasting
 - Stunting
- Overnutrition
 - Obesity
 - Overweight

WHEN HAVING LUNCH OR DINNER, AIM FOR:

1. Half a plate of vegetables and / or salad.
2. A quarter plate of rice, samp, pap, potatoes, sweet potatoes or brown bread.
3. A quarter plate of skinless chicken, baked or grilled fish, lean meats, eggs, cooked beans, split peas or lentils.

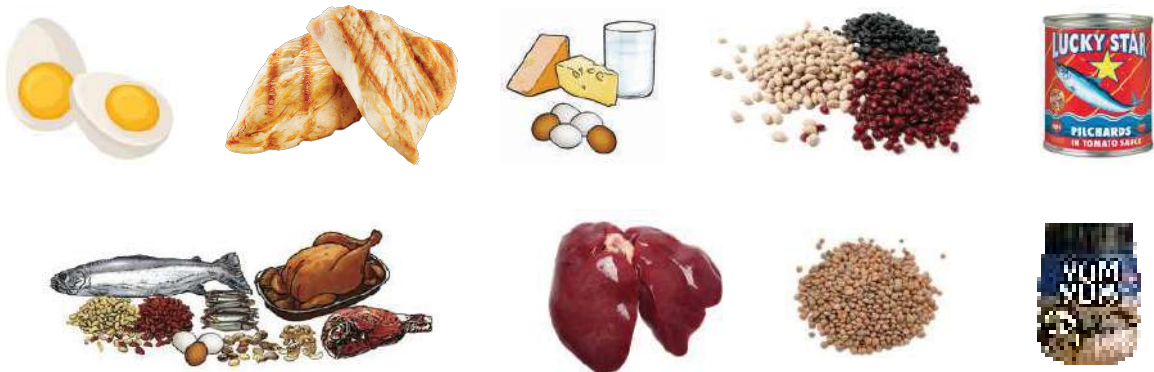


- We move away from complicated terms and models to simple messages and guides.
- GUIDE, DON'T PRESCRIBE.
- We are aiming for a COMPLETE plate.
- Low income- / budget-friendly.

FOODS THAT BUILD:

Foods that build your body and brain are called proteins, which children should eat every day.

Good examples include: chicken, chicken livers, fish, meat, eggs, lentils, split peas and beans, soya and peanut butter. If young children do not get enough protein they can become weak and tired and don't grow and develop well. Take your children to the clinic for every visit shown on each child's *Road to Health book*. Clinic staff will check your child's growth and development, as well as giving them their immunisations, Vitamin A doses and de-worming medicine.



FOODS THAT PROTECT:

Foods that protect our bodies and brains and keep us healthy are fruits and vegetables.

Eat plenty of different vegetables and fruits every day. Fresh is best! Try to eat as many fresh foods of different colours every day. Aim for at least 5! Try to ensure your children and family eat at least one fresh, yellow / orange and at least one fresh green leafy vegetable daily.

The best drink for the whole family is lots of clean, safe water. Just like these foods protect you, we care and protect our children from harm.

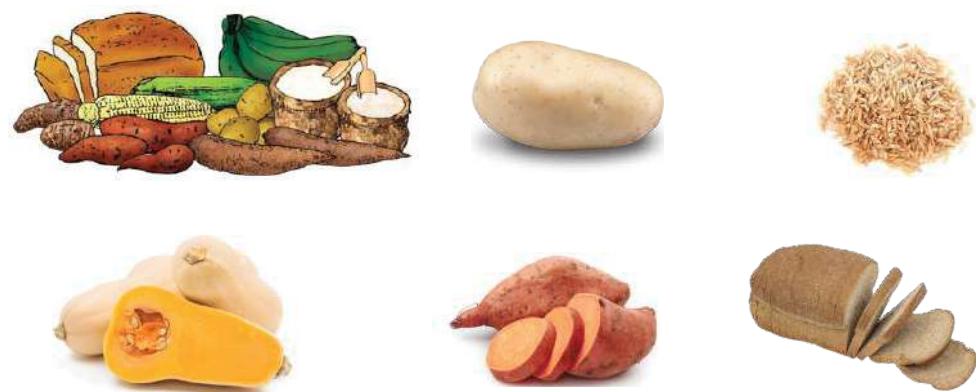


FOODS THAT GIVE US ENERGY:

Foods that give us energy are fats and carbohydrates. Some are healthy. Many are not. We have the power to choose healthy food options.

Fresh natural foods are best. We can teach our children healthy eating habits / how to make healthy food choices. Avoid fatty fried foods, processed foods, too much salt, sugar and fizzy drinks.

Everyone, but especially young children, needs to be active and get exercise through fun games in a safe environment. Everyday activities give us plenty of opportunities for our children to learn through play.



NUTRITION GUIDELINES FOR PARENTS BASED ON THE SOUTH AFRICAN FOOD BASED DIETARY GUIDELINES AND THE NUTRITION GUIDELINES FOR ECD PROGRAMMES



EXCLUSIVE BREASTFEEDING

Exclusive breastfeeding for the first 6 months and continued breastfeeding until at least age 2.



FEED YOUR FAMILY FRESH NATURAL FOODS

- Introduce natural foods to baby from 6 months – one at a time initially; mashed at first and gradually becoming coarser until baby can handle finger foods and eventually can feed himself / herself with family foods.
- Choose fresh natural foods over processed foods or fast foods.
- Buy local fresh foods and (where possible) grow your own.



DIET DIVERSITY

- Eat as many different natural foods, vegetables and fruits as possible daily.
- Try to ensure your children and family eat at least one fresh yellow / orange and at least one fresh green leafy vegetable daily.
- Try to ensure your children and family eat a “rainbow” every day, at least 5 different vegetables and / or fruits daily.
- Try to ensure your children and family have protein at least once daily – eggs, lean meat or chicken, fish, liver, offal / organ meats, soya, legumes (peas, lentils, and beans) and peanut butter.
- Eggs are a great source of protein and can be given to your baby from 6 months.
- Avoid too much sugar, oil, processed foods (such as polony, viennas and tins of corned beef, etc.), fats and sauces as these are not good for your health.
- Avoid sugary or salty snacks.



DRINKS

- After 6 months, in addition to breastfeeding, only give your baby clean, fresh water to drink (see water purification recipe in Playbook 7).
- After your child turns one, give your child full cream cow's milk, *maas* or plain unsweetened yoghurt every day.
- Avoid tea, coffee and sugary or fizzy drinks which are full of sugar and very unhealthy.



DAILY FAMILY EATING ROUTINES

- Feed your young children at least 5 times a day – 3 meals and 2 healthy snacks.
- Feed your child patiently and responsively. Do not force the child to eat more than they want or need.
- Make meal time a time the family sits together and talks.
- Discuss appropriate portion sizes per age (including adult portion sizes) using easy measures such as “the size of your fist”.



FEED THE BODY AND FEED THE BRAIN!

- Babies' and young children's brains need the stimulation of plenty of LOVE, PLAY and TALK with the adults who care for them.
- This is food for their brains to develop and grow to enable your little ones to become the best they can be and do well in school and in life!
- Use daily routines such as preparing food and eating as times for LOVE, PLAY and TALK - language development, play activities learning and early stimulation.



CLINIC VISITS

- Pregnant mums-to-be should go to the clinic for all their health checks; monitoring the growth of their babies in their tummies and to get the supplements their bodies need.
- Take your baby and children to the clinic for all their health checks in their *Road to Health Book*: growth monitoring, immunisations, Vitamin A doses, de-worming medicine, developmental screening and oral health.



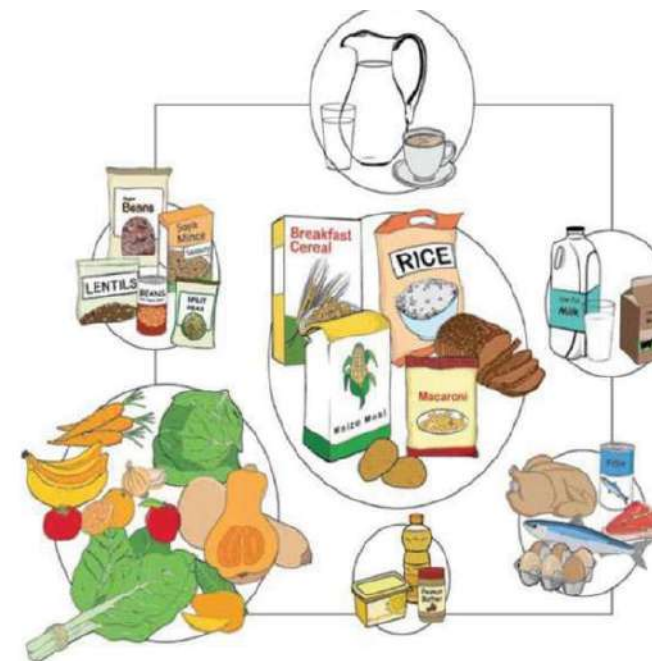
HOME HYGIENE

- Practice regular thorough hand-washing with soap and clean water especially before preparing or handling food; before eating; after toileting and nappy changes.
- Practice hygiene in the kitchen in preparing food; food storage; waste disposal; cleaning utensils, etc.

BE ACTIVE



- All of us need daily healthy exercise. Children especially need plenty of daily opportunities to run, play, climb, balance, dance and move in different ways.



WE CAN ALSO SUPPORT PARENTS WITH SIMPLE IMAGES AND GUIDING MESSAGES FOR EACH AGE GROUP.



PRACTICAL ACTIVITY:

In pairs, use the timeline to share about your child / children or someone's child you know.

Talk about their growth and some of the age milestones you recall.

Ask your partner: What kinds of information did you wish you'd had during these stages of development?

Do we always need to know the answers for parents' questions?



THE ROAD TO HEALTH BOOK IS A USEFUL TOOL FOR PARENTS. IT IS NOT ONLY FOR NURSES AND DOCTORS. HOW TO RAISE A HEALTHY AND HAPPY CHILD IS WRITTEN JUST FOR YOU!



REFLECTIVE ACTIVITY:

In small groups, think back on your ELPT journey. Create and build the journey you've taken as a group.

Reflect on the following:

What messages stood out for me?

What did I learn about myself from this journey?

How was I parented differently to how I choose to parent now?

What am I doing differently with my children?

Were there any challenges along this journey?

How have I changed along the journey?

Where to next for me and my parenting?

LET'S TALK ABOUT OUR JOURNEY TOGETHER



SECTION 6: GAMES & ACTIVITIES

LET'S TALK ABOUT EAT LOVE PLAY TALK GAMES AND ACTIVITIES



IINTSOMI STORY METHOD

This is an isiXhosa storytelling method where the narrator tells their story through tapping stones. A stone is used to represent each character in the story. Big stones are used for adult characters, small stones for children.

The narrator can choose to decorate their stones with a face or colourful paints to showcase personalities of various characters. In the telling of the story, the narrator will indicate which character is talking by gently tapping that character's stone.

To demonstrate movement and changes within the story, the stones can be shuffled and rearranged. The stones become a visual representation of the story, captivating the audience's attention. The iintsomi storytelling method is effective in sustaining the attention of young audiences and helps them to follow the story's plot.



"Through the hearing and telling of stories, children learn how to be a child and how to relate to their parents and other adults who populate the world around them. We construct and negotiate our social identity through the stories that we tell other people". (Boyd, 2010, pp. 58) Try it! Using the characters from the story, make a scene or story using LEGO bricks as stones.

FOOD CARD GAME: SINGLE PICTURE CARDS (FROM 2 YEARS)

Toddlers love to look at pictures of things that they know, like food.

Talk together about a food picture and say the name of the food you are looking at.



TIPS:

Ask the toddler to point to the picture: "Where is the banana?" Have fun imitating eating and enjoying the food. For example: Peeling and eating a banana, and saying "Mmmmmm, delicious!"

Speak about where the different foods come from: "Apples grow on trees" or "A cow gives us milk" or "A chicken lays eggs."



FOOD CARD GAME: SORTING AND MATCHING (FROM 2 ½ YEARS)

Give the children a set of cards and let them sort them into pairs of matching foods.

Encourage the children to say the names of the foods as they are sorting them.

TIPS:

Let each child choose a card and name the food in your home language. Talk about the food, for example the colour, shape, whether it is a vegetable or a fruit, or whether we get it from an animal. Have fun learning the names of different foods in other languages. (We provide a list of the food names in four languages).

Categorise foods that are: green, orange, yellow, red, brown OR foods from plants and foods from animals.



FOOD CARD GAME: MATCHING PICTURE CARDS (FROM 2 YEARS)

Simple matching games will help your young child notice details and develop their listening and language skills.

TIPS:

Place one picture face up on the mat, and hold the matching picture in your hand without showing the picture to your toddler.

Talk about the picture on the mat, for example, “That’s an apple.” Then describe the matching picture in your hand using the same words.

Put the picture you are holding next to the picture on the mat and say:

“Look! They’re the same!” This may sound very simple to an adult, but your toddler is learning how to look carefully and match the 2 pictures. When they are familiar with this picture, you can show them another third pair of matching pictures, ... etc.

Then place the three pictures face up on the mat. Hold one of the three pictures in your hand, and describe the picture.

Ask your young child to point to the picture card on the mat that you are describing and place your picture card on the mat to make a pair.

For older children you can add more picture cards.



FOOD RIDDLES (FROM 3 YEARS)

Place a few different cards face up on the table. The children must guess what food you are describing.

Start with easy riddles, for example:



I’m thinking of a fruit. It is yellow and to eat it you have to peel the skin. What is it? (Banana)
or



I’m thinking of a vegetable. It is long and orange, and when you eat it makes a crunchy sound in your mouth. What is it? (Carrot)

TIPS:



As children gain confidence, encourage them to make up their own riddles.

Be supportive and use positive language to encourage them to guess.

You can also hold a card in your hand. Say the riddle and see if the children can guess the food without seeing the picture.

FOOD RIDDLES AND LETTER SOUNDS (5 TO 6 YEARS)

Play the game in the same way as the food riddle game, but this time include the letter sound that the words start with, for example:

-  I'm thinking of a vegetable and it starts with a /c/. (Say the sound of the letter.) What is it? (Carrot)
-  or: I'm thinking of a food and it starts with an /m/. What is it? (Meat)

TIPS:

Use the sound /ch/ with the word cheese, not /c/.

Encourage children to make up their own riddles. Never tease them if they make mistakes – this is a lovely learning opportunity.

Listening for the sound that a word starts with is an important step in learning to read and write.

MEMORY GAME: (FROM 2 ½ YEARS)

1. Place a few matching cards on the table, face down. Start with just 2 pairs for very young children.
2. Take turns to turn over 2 cards – you are looking for pairs. The person, who turns over 2 matching cards (a pair) and names the food, keeps the cards.
3. Continue playing until all the pairs have been found. The aim is to collect as many pairs as you can.

TIPS:

When you turn over 2 cards, place them on the table for everyone to see. If they are not a pair, turn them over in the same place.

The aim is to remember where the cards are placed – this will help you find the pairs next time round.

Start with a few cards so that children build their confidence and succeed. Add more pairs for older children.

Don't worry about winning and losing – the purpose is to enjoy the game.

Notice a change in your child's ability to concentrate and remember.

IDEAS ON USING 6 LEGO BRICKS

0 - 3 MONTHS



- Let baby touch and feel LEGO bricks – explore texture; run baby's hand over studs / smooth sides / rough sides
- LEGO bricks can form part of a homemade texture board
- Play with LEGO bricks and a torch – build shapes and shine the torch to cast shadows

3 - 6 MONTHS



- Let siblings build puppets with 6 LEGO bricks and put on a show for baby
- Tummy time – put LEGO bricks just out of reach to encourage baby to reach and grasp
- Put LEGO bricks just behind feet so when baby kicks out, they can feel and hear the LEGO bricks. Cheer!

6 - 9 MONTHS



- “Hide-and-Seek” / “Peek-a-Boo” games
- Hide LEGO bricks, e.g. behind a curtain - “Where's the brick?” Pull curtain back and reveal “There it is!”
- Partially hide LEGO bricks under a cloth – have a corner peeking out – help baby to find them
- Hide LEGO bricks under a transparent tub – let baby pick up the tub to find the LEGO brick
- Build balancing towers for baby to knock over
- Put baby outside in a plastic tub with a bit of water and LEGO bricks; add cups / spoons / sponges. Supervise your child the whole time
- Make rattles – Bang 2 LEGO bricks together; put 2 or 3 LEGO bricks in a plastic container and shake – make sure the lid is on tight
- Create a discovery box with LEGO bricks and other objects
- Sit in the sand / grass – explore leaves and twigs and LEGO brick

- Explore sounds with tins and LEGO bricks; spoons and LEGO bricks; stir the LEGO bricks in a bowl with a wooden spoon
- Choices – give baby a LEGO brick for each hand and then offer a third brick. How does baby solve the problem?

10 - 12 MONTHS



- Let baby post LEGO bricks into empty plastic containers / see-through containers – how much can I fit into the container?
- Stacking LEGO bricks
- Sing clapping games and use 1 LEGO brick in each hand to clap.
- Toy Grab – put LEGO bricks in bottom of basket and criss-cross wool across the basket – find a way to reach the toys
- Tape LEGO bricks to the wall / door and encourage baby to pull the tape off to release the LEGO bricks
- Post LEGO bricks in a cardboard tube taped to a wall



1 - 2 YEARS

- Place LEGO bricks into different containers- plastic / tin / cardboard – to experience the different sounds when you shake them
- Bang on the LEGO bricks with different spoons
- Water, sand and LEGO bricks play
- Place LEGO bricks in an empty tissue box and encourage baby to pull them out – Count them; name the colours as baby pulls them out; stack them ...
- Toss LEGO bricks into a cardboard box / bin; Cut out holes in a closed cardboard box for baby to “post” the LEGO bricks.
- Send baby on “errands” to find – e.g. the red LEGO brick; the yellow and blue LEGO brick, etc.
- Slide LEGO bricks to each other over the table / floor; catch them in a cup at the other side of the table ...
- Set up 6 toilet roll tubes; balance one LEGO brick on each tube.
- Dip LEGO bricks into thick paint and make prints



2 - 3 YEARS

- Sort 3 sets of 6 LEGO bricks into colours
- “Hide-and-seek” the LEGO bricks; partially hide; let toddler hide them for parent to find
- When cooking / making a salad – how can we make sure to include a variety of foods / fibre? Let each LEGO brick represent a food to check – e.g. green = spinach / lettuce; red = tomatoes...
- Use the LEGO bricks with playdough – create shapes and patterns
- LEGO bricks and thick paints to create prints / designs
- Create LEGO brick streamers with pretty ribbons – add music and dance
- Water and sand play with LEGO bricks; add jugs, spoons; cups...; mud play
- Cardboard box ramp for LEGO bricks to slide down
- Make LEGO bricks into “Skittles” to knock over with a ball / rolled up sock
- Create a colour game – place 6 LEGO bricks colours in a circle shape, with a space for each colour; Toddler stands in the middle – you call out, e.g. “blue”- toddler jumps over the blue LEGO brick into the blue space and back again into the middle. Then call out “blue, red.” Toddler jumps to the blue and then the red and then back to the middle ... and so on until all colours have been called out
- Colour Match game – let your toddler run to different objects in the home to match to each of the 6 LEGO bricks colours
- Hold up, e.g. a red LEGO brick – go and find any red toys / objects and bring them to this box...
- Can ask toddler to fetch the toys in different ways, e.g. hop to find the blue toys; crawl to find...



3-4 & 5 YEARS

- Draw around LEGO brick shapes to create various templates. Help your toddler to place the LEGO bricks in the shapes
- Create picture with brick shapes and let your toddler imagine what they are. Place LEGO bricks into the shapes
- Encourage your 5-year-old to make their own templates by tracing the LEGO bricks
- DIG FOR TREASURE. Hide the LEGO bricks under the sand. Child digs for treasure – find all six colours – see how quickly you can find all 6 LEGO bricks
- PLAY SIMON SAYS – Put green LEGO brick on left shoulder...
- Spread LEGO bricks around the floor; call out a movement – walk / jog / gallop... Move like that without touching any of the LEGO bricks on the floor
- HOPSCOTCH – Draw grid (10 squares 1- 10). Toss LEGO brick onto first square; hop over first square and all the way to 10. Turn around and come back- when you reach the square with your LEGO brick, bend down to pick it up and carry on to the start. Next player has a turn. Next round – toss LEGO brick onto square 2 and repeat must hop over the square which has your LEGO brick. Variations in movement – alternate feet / start on one foot and land on the other or both...
- RED / GREEN LIGHT – Hold up green LEGO brick – child has to hop on one foot to end of play space; hold up red LEGO brick – freeze in place; hold up yellow LEGO brick – walk slowly
- DANCE PARTY – Each LEGO brick represents a certain dance move. Hold up, e.g. red = twist / jive; yellow = dance like a giraffe; blue = freestyle; green = sway in the wind like a tree / grass; blue = move like water; orange – roll on floor...
- BRICK HOCKEY – Use a stick to hit the LEGO brick along the floor – maybe to score a goal (into a washbasket or box placed sideways on floor); hold stick 2 hands – it must stay on floor
- STUCK IN THE MUD – Chasing game - Place red LEGO brick on head and stand still when you are stuck (caught). In order to be freed, a runner must come up to you and the two of you perform a LEGO brick trick (e.g. tap your LEGO bricks together in a ritualistic way, turn around and star jump) – that is the “magic” that can free you
- FILL THE BUCKET – Water game – 1 large bucket with water; 1 smaller bucket empty – place a little distance apart. Child has to scoop the water with a LEGO brick from big bucket to small bucket

- Throw LEGO bricks into boxes – each box has a value – what can you score?
- LEGO brick and spoon -walk / run / skip to a point
- Balance LEGO brick on any body part and move around
- Toss and catch LEGO bricks
- Follow the leader and perform movements with LEGO bricks
- Memory games
- Hide LEGO bricks under tubs – can you find the matching partners?
- Hide 1 LEGO brick – can your child remember the colour? 2 LEGO bricks which colour was on top / underneath?
- Balance towers; with pegs; eyes closed
- Blind build
- Build what I describe
- Remember a sequence of LEGO bricks
- Helicopter – tie a LEGO brick at one end of a string. Turn the rope around in a circle and child jumps over as it swings around; swap roles and parent be prepared to jump too
- Colour Hunt – go for a walk around the neighbourhood with your stack of 6 LEGO bricks – start at the top can you find 3 green trees; a red object; someone wearing orange; a blue car...
- Long jump – how far can you jump? Place LEGO brick markers
- Colour run. Place a colour in 4 corners – call out the colours and your child must run / skip / jump to the different colours
- Piggie in the middle – 2 players toss the LEGO brick to each other whilst the one in the middle tries to intercept
- After reading stories, have your child build something from the story or try to retell the story, using the LEGO brick to represent actions / pictures
- Use the LEGO bricks to build a friend – dress it up using any scrap materials you can find

SUPPORTING ACTIVITIES

These activities can be used in the sessions with parents to encourage participation, add energy to a group and make the sessions fun. Follow the session plans and use these activities as additional resources if you think they will help your group..

WARM-UP ACTIVITIES OR ENERGIZERS

WHAT IS AN ENERGIZER? WHY ARE ENERGIZERS USEFUL?

- To provide a change of pace.
- To “wake” the group up if they are tired or looking bored.
- To create a break between one activity and another.

GAMES AND ENERGIZERS FOR NEW ENERGY, TO RELAX AND HAVE FUN:

PASS THE FACE

Ask the participants to stand in a circle. A volunteer will make a face and pass it to the person standing to the right. The person copies (mimics) the face and passes on a different face to the next person. This goes on until everyone has had a turn.

PEOPLE TO PEOPLE

Everyone moves around the room, with the caller standing in the middle of the room.

The caller shouts out instructions, for example:

- “Hands to hands”
- “Ear to ear”
- “Elbows to knees”
- “Knees to shoulders”

Participants find a partner and follow whatever instruction was given.

QUALITY INITIALS

Standing in a circle, participants take turns to say their first name, followed by a positive word beginning with the first letter sound of their name, for example Khetiwe: Kind Khetiwe, or Sthemobile: Successful Sthemobile. Continue until everyone has had a turn.

KEEP IN MIND SOME
GAMES YOU MAY NEED
TO ADJUST TO BE
COVID-19 FRIENDLY

SHARING GOODS

In pairs, each person shares the name of a famous person whom they admire, and says why they admire them. Then share the name of someone close to you and say why you admire them. And finally, share what you like most about yourself.

MATCHSTICK GAME

Ask participants to stand in pairs. Give each pair a matchstick and ask them to support the matchsticks between their fingertips and walk around the room without dropping the matchstick. Participants must try to maintain eye contact.

FRUIT BOWL

Participants sit on chairs in a circle, except for the group leader who stands. There should not be any empty chairs. The leader designates everyone to belong to a group of fruit, for example oranges, apples and bananas (or three fruits of their choice).

When the group leader shouts “bananas” everyone who is a “banana” (including the leader) must change chairs. Someone will be left standing in the middle of the circle without a chair.

This person becomes the new leader, who leads the game by calling another fruit, either bananas, apples, or oranges. The leader can also call “fruit salad” when everyone will change chairs.

NUMBERS AND GROUPS

The participants stand anywhere in the room. The leader calls out a number, for example groups of two, three, four, and so on. The participants must form groups consisting of the number that is called out. This exercise encourages participants to think on their feet and make quick calculations as they run to form their groups.

TOUCH BLUE

Participants stand anywhere in the room. The leader calls out a colour, for example, “Touch blue!”. Everyone must touch something blue in the room or on another person. Continue with different colours.

VARIATION ON THIS GAME:

When the caller says “Touch blue!”, the participants gather in groups according to the colour called out by the leader.

PATTERNS

(Thanks to Jill Frow of The Family Literacy Project for this activity and the one that follows, Jika Jika)

For this game you need three balls of different sizes and textures. Participants stand in a circle with their arms in the air. The facilitator starts by throwing one ball to someone. This person throws to someone who has their arms up and then keeps her arms down. Everyone must only throw to someone who still has her arms up.

Everyone has to remember who she throws the ball to because she has to throw it to the same person the next time round. When everyone has thrown the ball and there are no more people with their arms in the air, the same pattern of throwing is repeated. This can go on several times.

Once the ball is flowing smoothly in a rhythmic pattern, the facilitator introduces a second ball and even a third, keeping the same pattern going. This causes a great deal of laughter.

At a certain point the facilitator halts the game and introduces a topic for participants to speak on before they throw the ball. Participants should say something on the topic and then throw the ball. The telling and ball flow in the same pattern as before. Then the facilitator introduces a second topic, and so on. A number of topics can be introduced.

This game stimulates participants mentally and physically and helps participants to focus.

JIKA JIKA

The aim of this game is to get participants to move around rhythmically, to mingle with each other, to relax and have fun, to learn about people's preferences and to get people into small groups or pairs if needed. It also helps to stimulate childhood memories.

The facilitator calls out the phrase "Jika, jika, jika, jika" while people dance around the room, chanting in unison. She then blows a whistle or bangs two pot lids and asks people to get into a group with, for example, those who:

- Are wearing the same colour shoes
- Use the same kind of soap
- Keep the same kind of animals at home
- Have the same favourite childhood song
- Like the same fruit

Once small groups have formed, the facilitator can ask a question for the groups to discuss and share in the big group.

FEELING CARDS

The facilitator gives each participant a card with an emotion written on it. The participants then act out the emotions in turn, and the rest of the group guesses which emotion they are. This activity helps to develop an awareness of body language.



GROUP DISCUSSION ACTIVITY

Spend some time discussing songs or other games you know to play with kids or make a group session fun!

GAME 1:

[illegible]

GAME 2:

[illegible]

SONG 1:

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

GAME 1:

[illegible]

GAME 2:

[illegible]

SONG 1:

[illegible]