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EDUCATION IN EMERGENCY IN RESPONSE OF COVID 19

(Early Childhood Care and Development)
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ECCD & SEN Division
Department of School Education
Ministry of Education
Royal Government of Bhutan



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ECCD COVID-19 Response Interventions

Guidelines for ECCD Facilitators and DEOs

1. Background

The COVID-19 pandemic is spreading fast all over the world and it is a difficult time for everyone in many ways. As much as adults are affected in the way we live and work, the unusual circumstances may already be taking a toll on children's well-being and development. In the event of a worsening situation because of the pandemic, ECCD centres would need to be kept closed for a prolonged period of time in line with a general move towards preventing further escalation and mitigating the effect of the crisis. This would mean helping children learn the actions and behaviours recommended by health professionals such as social distancing, social isolation and hand washing. This would serve as both a personal safety measure and new learning experience for young children provided they are taught in developmentally appropriate approaches.

On the other hand, the need for children to learn continually on a regular basis even in a locked down situation would have to be recognized and addressed. In this sense, children need to be kept engaged in new learning activities and experiences to help enhance their developmental outcomes. These kinds of activities and strategies usually do not normally happen in average homes and families and this is where the ECCD centres could play a critical role in educating families and helping parents engage children in learning activities.

The scenario of a lock down is not a normal situation. More than adults, children are affected both emotionally and psychologically. Therefore, adults need to help children understand and adapt, so as to enable them to think, feel and function normally. This involves keeping children engaged physically, mentally and socially and helping them cope with the stress and tension that comes with an unnatural situation. ECCD centres could also play an important role in helping families understand children's needs in an emergency situation and assist them in providing the interventions that are necessary.

Considering the emergence of an unnatural and tense situation, it is important that ECCD centres continue to provide learning interventions for children and support for families to implement them. In the absence of normal regular function, the following alternative strategies and interventions are suggested.

2. Aims and Objectives:

The sole aim of ECCD in a public health emergency where social distancing is critical to preventing, containing and mitigating the spread of the pandemic is to help parents engage young children at home in a stimulating manner so that children are healthy, safe and learning. Hence, the following are the objectives set for the interventions to be provided to achieve the goal:

2.1. Establish parent/caregiver support mechanism

2.1.1. Expected outcomes:

- 2.1.1.1.** Parents/ Caregivers understand how their own stress is transferred to young children and noticeable in the children's behavior such as crying, impulsive behaviour, etc.
- 2.1.1.2.** They also understand how stress affects young children's brain architecture, but can be mitigated through a loving care and parenting.
- 2.1.1.3.** Caregivers are part of a supportive and protective community that encourages them to care for themselves and process their stress.
- 2.1.1.4.** Caregivers respond to children's behavior and needs without violence, and reduce the stress experienced by children by providing them with safe, predictable, playful and loving homes.

2.1.2. Process:

- 2.1.2.1.** One-way mechanism: Caregivers receive messages and reflect on them on their own (e.g. radio, television, social media, etc.)
- 2.1.2.2.** Two-way mechanism: Caregivers receive messages and share their thoughts through social media platforms at the community level.

2.1.3. Content

Content for parent/ caregiver support interventions could include tips on various topics such as:

- Relaxation
- Sleep
- Physical exercise
- Meditation and prayer
- Safety
- Personal Hygiene
- Social distancing
- Food and nutrition
- Family time
- Leisure, etc.

2.2. Provide parent-focused learning opportunities

2.2.1. Expected outcomes:

- 2.2.1.1.** Caregivers (mothers, fathers and siblings) integrate developmentally stimulating activities in everyday chores, covering all developmental domains.
- 2.2.1.2.** Caregivers process their own stress by playing with their children, connect with their children and help to provide children with a safe and loving home environment.
- 2.2.1.3.** Caregivers provide children with a home play box with a variety of toys and learning materials

2.2.2. Process:

- One-way mechanism: Caregivers receive messages and integrate the activity in common chores (e.g. radio, television, social media, etc.)
- Two-way mechanism: Caregivers receive messages and share their

- experience through social media groups

2.2.3. Content

- 2.2.3.1. Follows daily schedule of activities (in illustrated form)
- 2.2.3.2. Games and activities are shared by facilitators.
- 2.2.3.3. Caregiver wellbeing and relaxation tips are shared by facilitators
- 2.2.3.4. COVID-19 Parenting Guide
- 2.2.3.5. Activities adapted from ELM, ELDS, CIG, Activity Book and other sources
 - Simple, easy to understand activities that do not require purchased materials.
 - Cover all developmental domains:
 - Monday: motor game that promotes fine motor, executive function, or memory.
 - Tuesday Language and literacy
 - Wednesday: Cognitive and math
 - Thursday: Social-emotional
 - Friday: Positive parenting

The daily for children and family could include interventions and activities such as:

- i. Knowledge on the pandemic and measures being taken: Parents to discuss with children on what is going on at the moment and teaching them how to prevent the pandemic at individual, family and community levels.
- ii. Daily chores: Promoting engagement of children in daily chores such as cooking, so as to encourage children to take interest in them and learn over time
- iii. Storytelling, to encourage parents and members in the family to help tell stories to children in the family.
- iv. Parents to engage in doing activities specifically designed by the ECCD Centre.
- v. Family TV time (maximum of one hour everyday): to encourage parents and children to watch TV (esp BBS) together and discuss to capitalize on the opportunity as a teachable moment.
- vi. Art and creativity time: Family members engage children in different art and creativity activities such as finger painting, rudimentary craft and creative activities.
- vii. Outdoor activities: parents engage children in interactions with and learning from the natural environment and surrounding, even as wider social contacts are discouraged.

2.3. Provide semi-independent learning opportunities

2.3.1. Expected outcomes:

- 2.3.1.1. Provide children with a series of songs, rhymes, short stories with music, or quality television programmes, etc.
- 2.3.1.2. Establish a routine for young children and provide something they can look forward to.

2.3.2. Process

- Identify existing quality materials that are already available and establish a partnership to air the materials.
- Can be delivered through radio, television, Facebook and Wechat.
- For families without internet, provide hard copies of the activities and educational kit (story books, construction toys, art materials and manipulatives).

2.4. Work to deliver quality early childhood education

2.4.1. Expected outcomes:

- 2.4.1.1.** Support children's distance learning program
- 2.4.1.2.** Ensure the wellbeing of ECCD facilitators
- 2.4.1.3.** Strengthen the system's ability to prevent the spread of infectious diseases

2.4.2. Process:

- 2.4.2.1.** Participate in sector coordination meetings and align activities to respond to new information

3. Join efforts with other programmes and systems to implement a quality home learning program for all children.

- 3.1.1.1.** Train ECCD facilitators on the interventions and to prepare for children's return to centres.
- 3.1.1.2.** Establish an ECCD facilitator wellbeing mechanism through social media groups to interact, share and learn from each other.

4. Key actions: Roles and Responsibilities

4.1. Roles of ECCD Facilitators

ECCD Facilitators will be the bridge between the ECCD&SEND and DEOs with the communities for the effective implementation of the COVID-19 response interventions: Hence, the Facilitators will be responsible for the following:

- 4.1.1.** Facilitators create social media groups at the local level that include parents, local leaders and parent school principals or focal persons.
- 4.1.2.** Facilitators plan the interventions within their own communities in line with the National COVID-19 response guidelines.
- 4.1.3.** Facilitators create a pictorial DAILY SCHEDULE as suggested/provided for parents to follow in engaging their children. Parents at home will enforce the schedule at home with their children.
- 4.1.4.** Facilitators identify and select activities as suggested in the guideline and share with parents on a regular basis for use with their children at home. This can be in the form of pictures and demonstration videos made by facilitators.
- 4.1.5.** Facilitators encourage parents to create learning/ play corners in their houses, using locally available and produced toys and other things such as sticks, stones, rags, etc.
- 4.1.6.** Facilitators lend books belonging to the ECCD Centres to parents, so that they can use them with their children.

- 4.1.7. Facilitators encourage parents to talk about the pandemic and teach them how to take care of themselves in the situation.
- 4.1.8. The Facilitators should maintain a journal or report of whatever they do with the parents and submit to DEOs on weekly basis
- 4.1.9. Facilitators will look up in the national ECCD Facebook Group called “Our ECCD Family” to keep track of new developments and resources and also to share and interact with facilitators and ECCD leaders from other parts of the country.
- 4.1.10. The idea of sharing information and resources will be possible in contexts where families have smart phones or where there is proper network access such as 3G. In contexts where connectivity is difficult, Facilitators shall provide hard copies of activities and resources.

4.2. Roles of Dzongkhag/Thromde Education Office

The role of the Dzongkhag Education Office (DEO) is critical in coordinating and getting all facilitators to develop and implement home and parent support programmes. The role of the DEO is also pivotal in ensuring that the programmes are of reasonable quality and that they are implemented effectively. Hence, the roles of the DEO are as follows:

- 4.2.1. DEOs will orient Facilitators on the guidelines
- 4.2.2. DEOs will ensure that all Facilitators create social media groups within their communities.
- 4.2.3. DEOs will ensure that there is also a social media group created at the Dzongkhag/Thromde level for communication with all Facilitators.
- 4.2.4. DEOs will ensure that home based interventions are effectively carried out
- 4.2.5. DEOs shall ensure that all facilitators submit weekly reports on their activities and interventions.
- 4.2.6. DEOs shall compile and submit the compiled reports to the Dzongkhag / Thromde Administration and the Ministry of Education as and when required.
- 4.2.7. DEOs shall ensure that all Facilitators have the necessary resources and materials such as the parenting guides, CIG, ELDS, etc.
- 4.2.8. DEOs shall assist Facilitators without access to internet in the printing and delivery of materials.

4.3. Roles of ECCD & SEN Division

The ECCD programme under ECCD & SEN Division as the nodal agency is critical in formulating plans, guidelines and protocols, and coordinating among different stakeholders in the mobilization of resources and development of quality interventions. Hence, the ECCD programme under the ECCD&SEN Division has the following responsibilities:

- 4.3.1. The ECCD &SEN Division shall coordinate with all stakeholders in the development of plans and programmes
- 4.3.2. The ECCD &SEN Division shall design and develop ECCD COVID-19 response interventions
- 4.3.3. The ECCD &SEN Division shall liaise with relevant stakeholders and mobilize resources for the interventions
- 4.3.4. The ECCD &SEN Division shall develop content and materials for the interventions
- 4.3.5. The ECCD &SEN Division shall Identify platforms to deliver home interventions

- 4.3.6. The ECCD &SEN Division shall develop online support mechanisms for ECCD facilitators and DEOs
- 4.3.7. The ECCD &SEN Division shall facilitate provision of learning materials such as books, toys and stationery where necessary.
- 4.3.8. The ECCD &SEN Division shall ensure effective implementation of the interventions in all the Dzongkhags and Thromdes
- 4.3.9. The ECCD &SEN Division shall submit reports on the COVID-19 response interventions as and when necessary or required.
- 4.3.10. The ECCD &SEN Division shall ensure quality in the COVID-19 response interventions.

5. Resources:

- 5.1. Many of the resources and activities could be developed using the ECCD curriculum materials and expertise of local ECCD Facilitators.
- 5.2. There are also global and local materials with MoH, development partners such as Unicef and Save the Children that could be used. In particular, ELM and C4CD materials that Save the Children developed earlier in collaboration with MoH and also MoE and others, would be useful in such situation.
- 5.3. In the normal situation, the ECCD Curriculum Framework and Guide, Activity Guides and Parenting Sessions are designed by the ECCD&SEN Division and implemented at the centre level by Facilitators. One clear distinction of this model of curriculum is that unlike school curriculum, all the final decisions related to curriculum implementation such as daily programming, selection of activities and approaches are determined at the ECCD Centre level, and not dictated centrally. Considering this nature of the ECCD Centre programme and curriculum, it will be convenient in an emergency situation for ECCD centres to design and implement interventions suitable in their own contexts, following the general guidelines of the Ministry of Education.

Annexure A: Daily Schedule for Engagement of Young Children at Home

As ECCD Centres remain closed for an uncertain period of time, it is important that children's well being is considered and that they have opportunities to engage in play and learning activities. Here is a sample daily schedule which can be turned into pictorial form for parents to understand better.

Time	Activities	Remarks
EARLY MORNING	Wake up Brush teeth, wash hands and face Dress up Offer water in altar (chhoep phui ne) Offer incense (saang tang ne) Prostrate and recite mani or medicine Buddha chant Wash hands and have breakfast	
MORNING	Engage in household chores such as cooking, washing, , feeding animals, field works, etc. Gardening activities House cleaning	Parents can engage children in whatever they are doing by taking them along and encouraging them to do whatever they are capable of doing, while at the same time talking about it. Encourage children to ask questions
AFTERNOON	Art activities (such as mud art, sand art, charcoal drawing, modeling, crafts etc Focussed play activities Literacy activities Music and movement Math Activities	
EVENING	Reading Story telling Bed making	

Suggestive Activities

Hand washing	<ul style="list-style-type: none">• showing hand washing videos/posters• listening to hand washing rhymes• Demonstrate hand washing steps by parents by looking at the videos /posters.• Hands washing with the child using all resource(soap/water/towel and posters)
Fine motor activities	Tearing, Cutting, Pasting, Tracing, Play dough/mud activity, Sorting, Coloring, Charcoal activities, Squeezing, Twisting, Rolling, Weaving, Block and construction, Painting(rock painting /finger painting), Threading the beads, Snapping, Chopping, Opening and closing zips and buttons, Sand, play(making models), Collage work, Rubbing(tree barks/rocks and different surfaces), Peeling, Mixing, Crashing
Gross motor activities	Gardening (digging), Throwing and catching, Balancing, Hopscotch game, Treasure hunt, Kicking the ball, Simple exercise, Washing toys, Running, Hopping, Skipping, Music and movement, Climbing leader, Role-play, Lifting small light and heavy toys, Outdoor games, Cleaning, Cooking activity, Indoor games.(toys dolls/ blocks/shopping), Feeding animals, Carrying, Playing traditional games, Swing and slide, Arranging things, Hiking, Walking, Obstacle game
Thinking activity	Likes and dislikes, Memory games, Asking open ended questions (when, why, how, where, what), Predicting, Pattern, Fixing puzzles, Sorting, Classifying, Estimating, Sequencing, Retelling stories, problem solving
Moral, Spiritual and Cultural Activities	Respecting, Sharing, Caring, being responsible, Taking care of waste, Cooperation, Coping with emotions, Taking care of environment, Health and hygiene, spiritual activities such as meditation, prostration, cleaning, karmi phuene, choep phuene, sang tangne, doing sing simple prayers
Literacy	Folk tale storytelling, Picture/ interactive reading, Greetings, days of the week, Watching educational TV shows, Listening recorded audio, farm tools and utensils at home, cooking ingredients and sequence

ANNEXURE B: WEEKLY PLAN FOR HOME BASED INTERVENTIONS **(Adapted from Save the Children Global COVID-19 Response Strategy)** **Supporting Children’s Early Learning, Bonding and Safety in the Early Childhood Years**

Introduction

The purpose of this document is to provide practical guidance on how provide young children with a safe, predictable, loving and stimulating home environment that promotes children’s wellbeing during the initial response, large-scale response and recovery phases of the COVID-19 pandemic. The *Building Brains adaptation for COVID-19 and I’m safe, loved and learning* document consist of daily messages that can be shared through any selected platform. These sessions aim to:

- Help caregivers (mothers, fathers and siblings) integrate developmentally stimulating activities in everyday chores, covering all developmental domains.
- Provide children with a home play box with a variety of counters, pack of playing cards, books or images, paper and drawing materials, doll, ball, unbreakable plate, bowls, cups, spoon, cloths, shakers.
- Support caregivers to process their own stress by playing with their children, connect with their children and help to provide children with a safe and loving home environment.

The activities cover Save the Children’s Building Brain for the 0-3 age group and Early Literacy and Math (ELM) and Social Emotional Learning Foundations (SELF) activities for the 3-5 age group, as well as activities for motor and executive function development, positive parenting and caregiver stress reduction such as build resilience skills. These activities and guidance align with the WHO Healthy Parenting tips: one-on-one time, keeping it positive, structure up, bad behavior (positive parenting), keep calm and manage stress, and talking to kids about COVID-19.

Key messages

- Your children’s resilience is in your hands.
- Both girls and boys should have time to play and learn through play.
- It’s healthy for boys to cry.
- It’s healthy for boys to be scared.
- Continue to build positive relationships through one-on-one time. One-on-one time is free and fun. It makes children feel loved and secure, and shows them that they are important.

General Guidance:

- Set aside 15- 20 minutes a day
- Switch off TV, radio and phone
- Get to your -baby or young child’s level and make eye contact
- Listen, look and provide your full attention
- Smile, use a friendly voice and respond to what your child does or does not want to do.
- Have Fun!

Building Brains (0-3 years) – Adaptation in the context of the COVID-19 pandemic

The following messages can be sent out on a daily basis through social media, messaging apps, etc. If there is an issue with the budget, it can be sent on a different schedule if it is done through radio or TV. Please contact your TA to modify and adjust to the needs of your country.

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Tap, tap, tap</p> <p>Preparation: 2 cups.</p> <p>Tap the cups together lightly, moving slowly from right to left, and back again. Encourage the baby to follow the object with their eyes. Baby may become disengaged at the midpoint; reengage the baby and continue.</p> <p><i>This game strengthens the baby's eye tracking ability and the connection between the right and left sides of the</i></p>	<p>Is my baby hungry?</p> <p>There are many reasons why a baby may cry, but it's easier to start with one simple question: <u>Could they be hungry or tired?</u> We will talk about hunger this week and being tired next week.</p> <p>A baby will tell you they are hungry through their actions:</p> <ul style="list-style-type: none"> • Turning their head towards the breast when they are being held. • Making a <u>fist</u> and put it in their <u>mouth</u>. Once they are full with breastmilk, they will relax their palm. <p>Watch for these signs and feed you baby as often as they ask. Babies may want to be breastfed every 1-4 hours. When they feed every hour, they are often preparing to sleep for 4-5 hours.</p> <p>Make sure to massage or move your baby's hands, ears, feet or belly while</p>	<p>Where did it go?</p> <p>Preparation: 1 cup and something to hide under the cup (e.g. a leaf).</p> <p>Put the leaf under the cup. The baby then picks up the cup to find the leaf.</p> <p><i>This game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>5-4-3-2-1 Grounding method</p> <p>It is very important to take care of ourselves each day. It can be helpful to start your day with a simple grounding method. This can also help us feel calmer and reduce stress.</p> <p>First, take a moment to pay attention to your breath. Take a few deep breaths. Then you can start:</p> <p>Look for 5 things you can see.</p> <p>Become aware of 4 things you can touch.</p> <p>Notice 3 things you can hear.</p> <p>Become aware of 2 things you can smell.</p> <p>Notice one thing you can taste.</p> <p>Repeat as many times as you want throughout the day. This simple technique will help you to</p>	<p>Cups within cups</p> <p>Preparation: 3-5 cups.</p> <p>Say to the child: Let's put all these cups together! Show the child how to put all the cups one within the other. Then help the child pull them all apart.</p> <p><i>This game develops cognitive and fine motor skills.</i></p>
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brain.	breastfeeding, or talk or sing. This will help keep them awake to nurse.		feel calmer and more present.	
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WEEK 2

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

Treasure basket	Is my baby tired?	Knock it down	Gratitude	Drumming
<p>Preparation: Have a variety of clean, safe, large and blunt items for the baby to see and touch (e.g. bowls, wooden spoons, etc.). Make sure there is nothing small that your child could choke on.</p> <p>Put them in a basket or bring out one object at a time. Talk to the baby about what it's for and let the baby touch the object.</p> <p><i>This game builds on the brain's need to discover the properties of</i></p>	<p>Small babies can only stay awake for short periods, but it starts to become a bit longer as they get older. You can expect them to cry close to times they usually sleep.</p> <p>A baby will tell you they are tired through their actions:</p> <ul style="list-style-type: none"> • Pulling their ears • Becoming clingier to their caregiver • Rubbing eyes • Zoning out • Less social and less engaged <p>If they are tired, put them down for a nap. If they start to cry, they may be overtired and it will be more difficult for them to fall asleep.</p> <p>After 3 months, they will start to have a rhythm and be sleepy around</p>	<p>Preparation: Bowls that cannot break. Do not use items that can break.</p> <p>Build a tower using the bowls or any other household item.</p> <p>The baby knocks it down.</p> <p>Build it back up again and allow them to try again.</p> <p><i>This game develops children's understanding of cause and effect.</i></p>	<p>Another effective way to take care of ourselves is to practice gratitude. You can do this in the morning or in the evening. Just take a few minutes to think about something or someone you are grateful for. You can write it down, say it out loud, say it to a friend, or just think about it. Researchers have found that this practice is very effective in reducing stress.</p>	<p>Preparation: You need 4 spoons, pots, plates, cups, etc. Do not use items that can break.</p> <p>Give the child 2 spoons and take 2 spoons.</p> <p>Model how to make a rhythm and allow your child to try. S/he may prefer to bang on the pots and listen to their sound.</p> <p><i>Games involving rhythm develops pre-math skills.</i></p>

<i>new items.</i>	the same time each day. Young children also need to go to bed at about 7pm each night. This allows their brain to grow strong before they get too grumpy. If they are tired, they will misbehave			
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WEEK 3

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Talking about sensations</p> <p>Preparation: Collect a range of different items.</p> <p>Place your baby on his/her back or belly, on a blanket. Rub each item very softly and slowly on her belly or foot.</p> <p>Describe each sensation: Do you feel this soft? Do you feel this bumpy one?</p> <p>Never leave a baby on his or her tummy unattended.</p> <p><i>This game encourages the development of the baby's sense of touch.</i></p>	<p>Baby is uncomfortable</p> <p>Your baby may cry to tell you that he/she is <u>uncomfortable</u> in some way. You can check if:</p> <p>You need to change the baby's diaper;</p> <p>The baby is hot or cold;</p> <p>The baby has a tummy ache (Is the baby moving his legs up towards his belly? Gently move the legs as if the baby is cycling until he passes gas);</p> <p>The baby needs to burp (Hold the baby upright over your shoulder with one hand on her bottom. With your other hand, pat or rub her back until she burps).</p>	<p>Peek-a-boo</p> <p>Preparation: One scarf or a cloth.</p> <p>Hide your face behind the cloth, the pop out and say "peek-a-book"! Laugh and smile each time you play!</p> <p><i>This classic game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>Morning routine</p> <p>Start the day with a self-care routine. For example, you might choose to sit quietly for a few minutes and listen to the sounds around you. Then make your bed with good intention. And then have a hot cup of tea or coffee."</p> <p>Prompt: "What is your morning self-care routine going to look like? Choose one thing you will do every morning to start your day."</p>	<p>Lift the cloth!</p> <p>Preparation: One scarf or a cloth and an object to hide underneath (e.g. a cup or a leaf).</p> <p>Say to the child: I am going to hide this [cup] under the cloth. Can you find it? Hide the cup, then let the child lift it up.</p> <p><i>This game also teaches babies about object permanence.</i></p>
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WEEK 4

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Leaf kicks</p> <p>Preparation: Have a clean cloth on the ground, in the shade, and some large leaves.</p> <p>Put the baby on the mat on her back. Hold the large leaf by her feet. The baby will start to kick the leaf.</p> <p><i>This game encourages the development of the baby's motor skills.</i></p>	<p>I will take a break if I feel angry</p> <p>"It's normal to feel stressed with the current situation. Here are a few things that are making people feel angry right now..."</p> <p><i>Translate or draw inspiration from the following</i></p> <p>When we are already feeling stressed, we can be more likely to lose our temper with our child when they are not behaving the way we want them to.</p> <p>Take a break if you feel angry. Leave your child with another caregiver and go somewhere quiet. Remember that hitting or shaking a child can cause disabilities or death.</p> <p>Prompt: "What are you going to do to calm down when you feel angry?"</p>	<p>What do we see, feel and hear</p> <p>Take the baby for a walk. Talk about the things you see, feel and hear.</p> <p>Say: See these beautiful red flowers! They smell so good. Can you feel the breeze? It is so cool. Can you hear the birds? They sing so well.</p> <p><i>This game encourages the development of the baby's sensory integration (where they can integrate the information they receive through their five senses).</i></p>	<p>Personal hygiene</p> <p>Make sure you tend to your personal hygiene every day: Brush your teeth twice a day, shower, put clean clothes on, wash your hands after going to the toilet and before cooking and eating.</p> <p>This simple practice of self-care will keep you healthy and more positive.</p>	<p>Take it Out</p> <p>Preparation: Fill a container or box with items you find outside (sticks, rocks, leaves, etc.).</p> <p>Make sure there is nothing smaller than your palm or your child could choke on it.</p> <p>Say: Babies will love to pull everything out of a container. Older children can put them back in the box.</p> <p><i>This game encourages the development of the baby's motor skills.</i></p>
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WEEK 5

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Baby dance</p> <p>Sing a song and move the hands of the baby to the rhythm of the song in a dance. Cross the arms, move them up and down, etc.</p> <p>Then switch to the baby's legs.</p> <p><i>This game promotes bonding through touch, which releases brain chemicals that impact attachment.</i></p>	<p>Create a safe space</p> <p>It's important to make sure that the space where our babies are playing are safe. Babies love to put things in their mouth. They are naturally curious.</p> <p>So we need to make sure to keep anything that is <u>small, sharp, poisonous or breakable out of reach.</u></p> <p>A baby is very likely to put anything in their mouth, and will choke on things smaller than their palm, like coins.</p> <p>Make sure you keep these away from the baby.</p>	<p>Thumb song</p> <p>Sing a song with your child using your thumbs as people having a conversation (e.g. where is thumbkin). <u>Make sure you are facing your child.</u></p> <p><i>Singing promotes attention and helps the baby learn about sounds of language. You can find additional <u>finger play songs here.</u></i></p>	<p>If you live in an abusive environment:</p> <ul style="list-style-type: none"> • Tell at least one person you trust what is happening. 	<p>My body</p> <p>Say: Where is your nose? There it is!</p> <p>Point to the child's nose. Continue with other body parts.</p> <p><i>This game encourages the development of vocabulary and imitation skills.</i></p>
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WEEK 6

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
<p>Baby's story</p> <p>Point to colorful images and use the baby's name for the character in the story.</p> <p>For example: Establish eye contact with the baby, then say "One day, [kojo] wanted to wear a yellow T-shirt and go for a walk".</p> <p>Continue to describe the story using the baby's name.</p> <p><i>Children love to hear their own name. This game builds vocabulary and shared attention, (where the adult and child are looking at the same thing; babies who are better at this have higher language scores later on).</i></p>	<p>Routines</p> <p>Young children love routines, when a day follows a similar sequence day after day. Knowing what comes next makes them feel safe, confident and helps them build a strong brain. When they know what comes next, they are better behaved.</p> <p>How can you establish a routine?</p> <p>(1) Start by deciding on the time when you will do routine activities (e.g. get dressed, make food, eat, nap, etc.). Try to do these same daily activities at about the same time each day.</p> <p>(2) Add special moments to look forward to (e.g. cuddles after your child wakes up, singing a song while washing hands, telling stories while cooking, looking at pictures together before sleeping, etc.). These simple repeated patterns make a child feel safe and loved, and will help them cry less.</p>	<p>Point and talk</p> <p>Point to colorful images and talk about what it is, what color it is, how it is used. When your child points, do the same thing. You can add sounds and actions as well.</p> <p>For example: Establish eye contact with the baby, then say "Look at the big tree in this picture. We have lots of trees too. When the wind blows through the tree, it makes all the leaves shake" [blow onto your fingers]. Continue using the different images you see.</p> <p><i>This game strengthens vocabulary and shared attention.</i></p>	<p>Sing every day to reduce stress</p> <p>"Take some time to sing each day with your child. Scientists have found that singing reduces stress! Singing can even help your child cooperate. For example, you can sing when you are brushing your child's teeth, sing while washing hands, sing while cleaning up!"</p> <p>Prompt: "Which song did you sing today?"</p>	<p>Where is...?</p> <p>Ask the child to point to different things on the page.</p> <p>For example: Establish eye contact with the baby, then say "Where is the girl? Where is the sun?"</p> <p><i>This game improves shared attention and vocabulary, and shows the caregivers that the child understands much more than s/he can say.</i></p>

WEEK 7

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Massage story</p> <p>Say: As you are massaging your baby, count the body parts. You have 5 fingers on this hand... etc.</p> <p><i>This game promotes bonding through touch, which releases brain chemicals that impact attachment.</i></p> <p><i>Variation: Do this same activity during bath time.</i></p>	<p>Sing to soothe</p> <p>Singing is a simple but effective way to help a baby calm down when they are feeling upset. Hum and sing. Breathe slowly. When you are calm, you will help your baby become calm faster.</p>	<p>Take turns talking</p> <p>Your baby is talking to you! Pretend that you can understand what your baby is saying and have a conversation.</p> <p>Say: Listen and respond to your baby as s/he talks. If they say 'baba', you can say "Yes, that's a little horse and it can walk, trot and run!" Then wait for the baby to say something else and continue the exchange.</p> <p><i>Babies already understand how conversations work. This game builds on this skills by developing the caregiver and child's ability to have a back and forth exchange of "words" and coos.</i></p>	<p>My self-care plan</p> <p>Think about how you take care of yourself.</p> <p>Prompt: What are 3 things that you do every day?</p> <p>Write down 3 things you are going to do every day from now on?</p>	<p>Feeling faces</p> <p>Play a game where you act out an emotion with your child and label it. Say: "Can we do an angry face?", "Can we do a happy face?" etc.</p> <p><i>This game builds the child's vocabulary of emotions, which can eventually help the child be able to express how s/he feels and calm down. Imitating others is also an important component of learning.</i></p>
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WEEK 8

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Copy cat</p> <p>Make a face for your baby to copy.</p> <p>Watch your infant for a moment. See his or her eyes gazing up at you. Make a circle with your mouth. Wait to see if your baby copies you.</p> <p>You can also stick your tongue out and your baby may do it back.</p> <p>When your infant smiles or coos, smile and coo back.</p> <p><i>This game stimulates visual, auditory and motor skills, and strengthens the connection between the caregiver and baby.</i></p>	<p>Explain and model</p> <p>It's easier for children (and adults) if we tell them what they should do instead of telling them what they should not do. When your child is doing something you don't want them to do, you can explain and model: (1) explain why you are not going to let them to do this, and (2) show your child through words and actions what you would like them to do instead.</p> <p>It's important to be consistent with the rules – if you never let your child play with a glass, the child will learn the rules and follow them. If you sometimes do and sometimes don't, it will be harder for your child to learn what they can and cannot do.</p>	<p>Say: With a big smile, put your fingers near your baby's belly and start to walk them up towards the baby's face. Say "I'm going to get you..." then STOP and freeze for a few seconds.</p> <p>Repeat in the same way. The third time, go all the way up to the baby's face and give the baby a kiss.</p> <p><i>This game engages the brain's predictive skills and stimulates touch between the caregiver and baby.</i></p>	<p>End the day with gratitude</p> <p>End the day with a routine that involves gratitude. For example, you can take a few moments to sit quietly and think of one thing you are grateful for today. Do this every day, before you go to bed. It will make you feel happy."</p> <p>Prompt: "When are you going to do your evening gratitude routine?"</p>	<p>Do you want...?</p> <p>Do you want one hug or two hugs? [<u>Wait</u> for baby's response]</p> <p><i>This game stimulates visual, auditory and motor skills, and strengthens the connection between the caregiver and baby.</i></p> <p><i>Variation: Take your baby for a walk and ask: "should we go this way or that way?"</i></p>
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One Year to Three Years and Above

WEEK 1

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
<p>Where did it go?</p> <p>Preparation: 1 cup and something to hide under the cup (e.g. a leaf).</p> <p>Put the leaf under the cup. The baby then picks up the cup to find the leaf.</p> <p><i>This game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>Crying and misbehaving</p> <p>There are many reasons why a baby may cry, but it's easier to start with one simple question: Could they be hungry or tired?</p> <p>Young children get hungry quickly. It's helpful to feed them at regular times, before they get too hungry.</p> <p>Young children also need to sleep about 10-11 hours at night and nap during the day. A one year old will usually take two naps (one mid-morning and one after lunch). A two year old will usually take one nap after lunch. Put them to down at about the same time each day for naps and bedtime to make things easier for you and for them.</p> <p>Young children need to go to bed at about 7pm each night. This allows their brain to grow strong before they get too grumpy. If they are tired, they will misbehave. <u>You don't have to go to sleep at that time.</u> It gives you time to do things on your own.</p>	<p>Cups within cups</p> <p>Preparation: 3-5 cups.</p> <p>Say to the child: Let's put all these cups together! Show the child how to put all the cups one within the other. Then help the child pull them all apart.</p> <p><i>This game develops cognitive and fine motor skills.</i></p>	<p>5-4-3-2-1 Grounding method</p> <p>It is very important to take care of ourselves each day. It can be helpful to start your day with a simple grounding method. This can also help us feel calmer and reduce stress.</p> <p>First, take a moment to pay attention to your breath. Take a few deep breaths. Then you can start:</p> <p>Look for 5 things you can see.</p> <p>Become aware of 4 things you can touch.</p> <p>Notice 3 things you can hear.</p> <p>Become aware of 2 things you can smell.</p> <p>Notice one thing you can taste.</p> <p>Repeat as many times as you want throughout the day. This simple technique will help you to feel calmer and more present.</p>	<p>Which cup is it under?</p> <p>Preparation: 3 cups and an item to hide under one cup (e.g. a leaf).</p> <p>Say to the child: I am going to hide this [leaf] under one cup. You need to find it!</p> <p>Put all the cups upside down. Hide the leaf under one cup and let the child pick up the cups to find it.</p> <p><i>This game primarily develops cognitive skills.</i></p>

WEEK 2

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Knock it down</p> <p>Preparation: Bowls that cannot break. Do not use items that can break.</p> <p>Build a tower using the bowls or any other household item.</p> <p>The baby knocks it down.</p> <p>Build it back up again and allow them to try again.</p> <p><i>This game develops children's understanding of cause and effect.</i></p>	<p>I will take a break if I feel angry</p> <p>"It's normal to feel stressed with the current situation. Here are a few things that are making people feel angry right now..."</p> <p><i>Translate or draw inspiration from the following</i></p> <p>When we are already feeling stressed, we can be more likely to lose our temper with our child when they are not behaving the way we want them to.</p> <p>Take a break if you feel angry. Leave your child with another caregiver and go somewhere quiet. Remember that hitting or shaking a child can cause disabilities or death.</p> <p>Prompt: "What are you going to do to calm down when you feel angry?"</p>	<p>Drumming</p> <p>Preparation: You need 4 spoons, pots, plates, cups, etc. Do not use items that can break.</p> <p>Give the child 2 spoons and take 2 spoons.</p> <p>Model how to make a rhythm and allow your child to try. S/he may prefer to bang on the pots and listen to their sound.</p> <p><i>Games involving rhythm develops pre-math skills.</i></p>	<p>Gratitude</p> <p>Another effective way to take care of ourselves is to practice gratitude. You can do this in the morning or in the evening. Just take a few minutes to think about something or someone you are grateful for. You can write it down, say it out loud, say it to a friend, or just think about it. Researchers have found that this practice is very effective in reducing stress.</p>	<p>Pretend to cook</p> <p>Give your child small safe kitchen items to pretend to cook in their play area.</p> <p>Say: Oh that looks and smells so good! What are we cooking today?</p> <p>Never let a child actually cook because it is dangerous.</p> <p><i>This game develops children's skill to pretend, which helps to develop their empathy and imagination.</i></p>
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WEEK 3

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Peek-a-boo</p> <p>Preparation: One scarf or a cloth.</p> <p>Hide your face behind the cloth, the pop out and say “peak-a-book”! Laugh and smile each time you play!</p> <p><i>This classic game teaches babies about object permanence (where an object still exists even if it cannot be seen).</i></p>	<p>Create a safe space</p> <p>It’s important to make sure that the space where our babies are playing are safe. Babies love to put things in their mouth. They are naturally curious.</p> <p>So we need to make sure to keep anything that is <u>small, sharp, poisonous or breakable out of reach.</u></p> <p>A baby is very likely to put anything in their mouth, and will choke on things smaller than their palm, like coins.</p> <p>Make sure you keep these away from the baby.</p>	<p>Lift the cloth!</p> <p>Preparation: One scarf or a cloth and an object to hide underneath (e.g. a cup or a leaf).</p> <p>Say to the child: I am going to hide this [cup] under the cloth. Can you find it? Hide the cup, then let the child lift it up.</p> <p><i>This game also teaches babies about object permanence.</i></p>	<p>Morning routine</p> <p>Start the day with a self-care routine. For example, you might choose to sit quietly for a few minutes and listen to the sounds around you. Then make your bed with good intention. And then have a hot cup of tea or coffee.”</p> <p>Prompt: “What is your morning self-care routine going to look like? Choose one thing you will do every morning to start your day.”</p>	<p>The great detective</p> <p>Preparation: A scarf or a cloth made into a little ball.</p> <p>Say to the child: Close your eyes. I am going to hide this ball and you need to find it. I’ll say closer when you are getting closer, and farther when you are further away. Hide the ball behind someone or something and give the far/close guidance.</p> <p><i>This game develops children’s listening skills.</i></p>
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WEEK 4

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>What do we see, feel and hear</p> <p>Take the baby for a walk. Talk about the things you see, feel and hear.</p> <p>Say: See these beautiful red flowers! They smell so good. Can you feel the breeze? It is so cool. Can you hear the birds? They sing so well.</p> <p><i>This game encourages the development of the baby's sensory integration (where they can integrate the information they receive through their five senses).</i></p>	<p>Routines</p> <p>Young children love routines, when a day follows a similar sequence day after day. Knowing what comes next makes them feel safe, confident and helps them build a strong brain. When they know what comes next, they are better behaved.</p> <p>How can you establish a routine?</p> <p>(1) Start by deciding on the time when you will do routine activities (e.g. get dressed, make food, eat, nap, etc.). Try to do these same daily activities at about the same time each day.</p>	<p>Take it Out</p> <p>Preparation: Fill a container or box with items you find outside (sticks, rocks, leaves, etc.).</p> <p>Make sure there is nothing smaller than your palm or your child could choke on it.</p> <p>Say: Babies will love to pull everything out of a container.</p> <p>Older children can put them back in the box.</p> <p><i>This game encourages the development of the baby's motor skills.</i></p>	<p>Personal hygiene</p> <p>Make sure you tend to your personal hygiene every day: Brush your teeth twice a day, shower, put clean clothes on, wash your hands after going to the toilet and before cooking and eating.</p> <p>This simple practice of self-care will keep you healthy and more positive.</p>	<p>Sorting Nature</p> <p>Preparation: Have a mix of items found outside e.g. sticks, leaves and flowers.</p> <p>Say to the child: Let's put all the leaves together. Do this slowly and allow the child to help. Now lets put all the sticks together.</p> <p>Continue with other items until they are sorted into groups.</p> <p><i>This game encourages the development of sorting skills, which is a pre-math skill.</i></p>
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WEEK 5

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Thumb song</p> <p>Sing a song with your child using your thumbs as people having a conversation (e.g. where is thumbkin). <u>Make sure you are facing your child.</u></p> <p><i>Singing promotes attention and helps the baby learn about sounds of language.</i></p>	<p>Calm and explain</p> <p>Young children can start to misbehave and cry when they are feeling frustrated because we don't let them do what they want to do. You can use the "Calm and explain" technique with angry children.</p> <p>Take your child away to a quiet place (e.g. outside). Say "you really wanted to [play with the power socket] and I wouldn't let you. That made you really angry. I can't let you play with knives because they are very dangerous and can cut you."</p>	<p>My body</p> <p>Say: Where is your nose? There it is! Point to the child's nose. Continue with other body parts.</p> <p><i>This game encourages the development of vocabulary and imitation skills.</i></p>	<p>If you live in an abusive environment:</p> <ul style="list-style-type: none"> - Tell at least one person you trust what is happening. - Create a code word to tell/message the people you trust you need help without your partner knowing. - Make a plan with the people you trust for what to do if you use the code word (e.g. call the police or hotline) - If you sense an abusive incident is about to occur, avoid rooms without exits or areas where dangerous objects are stored, like the kitchen. - Memorize or keep a list of phone numbers in your wallet or purse in case you don't have access to your cell phone. 	<p>Caught you!</p> <p>Open your palm. Your baby tries to touch your palm without you catching their finger.</p> <p>Your baby may want to have the palm open for you to touch as well.</p> <p><i>This game encourages the development of turn taking and the child's understanding of how to play a game.</i></p>
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WEEK 6

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>Point to colorful images and talk about what it is, what color it is, how it is used. When your child points, do the same thing. You can add sounds and actions as well.</p> <p>For example: Establish eye contact with the baby, then say “Look at the big tree in this picture. We have lots of trees too. When the wind blows through the tree, it makes all the leaves shake” [blow onto your fingers]. Continue using the different images you see.</p> <p><i>This game strengthens vocabulary and shared attention.</i></p>	<p>Explain and model</p> <p>It’s easier for children (and adults) if we tell them what they should do instead of telling them what they should not do. When your child is doing something you don’t want them to do, you can explain and model: (1) explain why you are not going to let them to do this, and (2) show your child through words <i>and</i> actions what you would like them to do instead.</p> <p>It’s very important to be consistent with the rules – if you never let your child run with a spoon, the child will learn the rules and follow them. If you sometimes do and sometimes don’t, it will be harder for your child to learn what they can and cannot do.</p>	<p>Where is...?</p> <p>Ask the child to point to different things on the page.</p> <p>For example: Establish eye contact with the baby, then say “Where is the girl? Where is the sun?”</p> <p><i>This game improves shared attention and vocabulary, and shows the caregivers that the child understands much more than s/he can say.</i></p>	<p>Sing every day to reduce stress</p> <p>“Take some time to sing each day with your child. Scientists have found that singing reduces stress! Singing can even help your child cooperate. For example, you can sing when you are brushing your child’s teeth, sing while washing hands, sing while cleaning up!”</p> <p>Prompt: “Which song did you sing today?”</p>	<p>What is this?</p> <p>Ask the child to describe what they see on the page.</p> <p>For example: Establish eye contact with the baby, then say “What is this? Yes, that’s a girl. She has long hair and she is wearing a blue top”. Make sure to add details to your answer.</p> <p><i>This game builds on the previous game and encourages children to use the words they know. It also builds vocabulary.</i></p>
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WEEK 7

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
<p>Take turns talking</p> <p>Your baby is talking to you! Pretend that you can understand what your baby is saying and have a conversation.</p> <p>Say: Listen and respond to your baby as s/he talks. If they say 'baba', you can say "Yes, that's a little horse and it can walk, trot and run!" Then wait for the baby to say something else and continue the exchange.</p> <p><i>Babies already understand how conversations work. This game builds on this skills by developing the caregiver and child's ability to have a back and forth exchange of "words" and coos.</i></p>	<p>Make disciplining fun!</p> <p>Your child doesn't want to wear shoes. Make the shoes talk! For example: "Hey, I don't want to get a foot in me. I'm busy here. Come back another time. Etc." Your child may become curious and want to wear the shoes.</p> <p>Your child doesn't want to brush teeth. Pretend there are monsters/butterflies in her/his mouth!</p>	<p>Feeling faces</p> <p>Play a game where you act out an emotion with your child and label it. Say: "Can we do an angry face?", "Can we do a happy face?" etc.</p> <p><i>This game builds the child's vocabulary of emotions, which can eventually help the child be able to express how s/he feels and calm down. Imitating others is also an important component of learning.</i></p>	<p>My self-care plan</p> <p>Think about how you take care of yourself.</p> <p>Prompt: What are 3 things that you do every day?</p> <p>Write down 3 things you are going to do every day from now on?</p>	<p>Going on a trip</p> <p>Put your child on your knee facing you.</p> <p>Say: Let's go on a journey. We're walking, walking, walking [move your legs as if you were walking, and the baby wiggles] and from time to time there are bumps [gently bounce the baby]. Then it gets windy, windy, windy [baby sways from side to side]. Then it starts to rain [make the gesture of rain falling and touching the baby], so we hide in a cave [wrap baby in your arms]. Then the sun comes out [open your arms wide].</p> <p><i>This game builds the child's vocabulary.</i></p>

WEEK 8

MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
One-on-one time	Keeping it positive (positive parenting)	One-on-one time	Keep calm and manage stress	One-on-one time

<p>I'm going to get you!</p> <p>Say: (1) With a big smile, put your fingers near your baby's belly and start to walk them up towards the baby's face. Say "I'm going to get you..." then STOP and freeze for a few seconds.</p> <p>Repeat in the same way. The third time, go all the way up to the baby's face and give the baby a kiss.</p> <p><i>This game engages the brain's predictive skills and stimulates touch between the caregiver and baby.</i></p>	<p>Give two positive choices</p> <p>Babies and toddlers can express themselves from very young. "Give your child the opportunity to choose between two positive choices. Giving them choices gives them a sense of control and confidence.</p> <p>For example, you are helping baby get dressed. You can ask: (1) Would you like to put this T-shirt on or that one? (2) Would you like to put your shorts on first or your T-shirt? (3) Would you like a kiss or a hug?</p> <p>Even if the toddler is angry and crying, you can use this technique.</p>	<p>Do you want one hug or two hugs?</p> <p><i>This game stimulates visual, auditory and motor skills, and strengthens the connection between the caregiver and baby.</i></p> <p><i>Variation: Take your baby for a walk and ask: "should we go this way or that way?"</i></p>	<p>End the day with gratitude</p> <p>End the day with a routine that involves gratitude. For example, you can take a few moments to sit quietly and think of one thing you are grateful for today. Do this every day, before you go to bed. It will make you feel happy."</p> <p>Prompt: "When are you going to do your evening gratitude routine?"</p>	<p>Go and stop</p> <p>Say: When I say "stop", we freeze. When I say "go", we can walk again.</p> <p>Once your child is familiar with the game, your child will lead.</p> <p><i>This game develops the child's own self-control and strengthens the connection between the caregiver and baby.</i></p>
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Parent-based Learning Activities for 3-5 year olds with a messaging app (including ELM, SELF, Resilience Building Positive Parenting)

These learning opportunities can be shared through Facebook, a messaging app, or any other platform. ECCD facilitators ask parents if they tried the activity and if they had any reflections. They may ask:

- Did the children like the session? Did they try another variation?
- ECCD facilitator checks in one-on-one every week through a house call to ask how the early learning activities are going.

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
	One-on-one time: Motor/Executive Function	One-on-one time: Language and literacy	One-on-one time: Cognitive and math	One-on-one time: Social-emotional	Positive parenting
Week 1	Developing finger muscles with clothes: Say we are going to develop the muscles of our fingers. clothes together. Take clothes that have zippers or buttons. Teach your child how to open and close them. Optional: <i>As you fold, talk about the shape that you are folding, for example, we fold this down to make a triangle.</i>	Talking about the colors of the clothes: Encourage your child to pick a color and talk about all the things you can think of that are of that color: • What are all the things we can think of that	Sorting clothes: Encourage your child to help you sort clothes into piles for each family member.	Expressing feelings on our faces: Play a game where you ask your child to guess what you are feeling. • What does it look like when we are happy/angry/surprised? • I am going to act out an emotion and you can guess what emotion this is. • Take turns acting out the emotion.	Physical distancing (talking to kids about COVID-19) Young children understand things best using concrete objects. To explain physical distancing: Take cards and put them all face down. Most of them should touch. Turn one card over and explain that this person has a fever. This illness spreads quickly; everyone who touches this card also falls sick. Turn all the cards that are touching over, one by one. Talk about how many

	<p>We need to make sure both sides are identical.</p> <p><i>Folding helps boys and girls develop fine motor skills and understand symmetry.</i></p>	<p>are blue?</p> <ul style="list-style-type: none"> • What are all the things we can think of that are yellow? 			<p>people are sick.</p> <p>Now say that everyone is going to stay at home. Make separate groups of 3, 4, 5 cards. Turn one card over – that person is sick. Then ask your child to turn all the cards that are touching over. Talk about the difference and why it's important to stay home.</p> <p>Focus on how you are working together to protect yourselves as a family and working together to make things better for others.</p>
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WEEK 2

Vegetables	<p>Sort the vegetables</p> <ul style="list-style-type: none"> •Mix together 2-3 different ingredients of your choice (like onions, tomatoes and corn example). •Say: “Help me sort these vegetables into piles?” •Try sorting them by size. 	<p>Remind me: Lead your child in the following game:</p> <ul style="list-style-type: none"> •Can you help me remember what is at the market? •Do they sell carrots at the market? •Do they sell anything yellow at the market? •What else do they sell? •Can you think of other things they sell? 	<p>Can you think of something similar?</p> <ul style="list-style-type: none"> •Say: We are going to think of some things that are similar or different from what I tell you. So listen carefully!” •Here is a tomato. Can you think of something else that is red like a tomato? •Can you think something else that is round like a tomato? 	<p>Reflecting on our feelings: Pick an emotion and have a conversation with your child about what make them happy. Talk about what makes you happy. This is a nice bedtime activity.</p> <ul style="list-style-type: none"> • What makes you happy? • What makes you angry? • What makes you surprised? 	<p>Message: I am safe with my mommy/daddy</p> <p>“From the time they are born, young children are always trying to figure out the answer to one central question: Am I safe? The look to one person for this answer. Their caregivers. If we are scared, they are scared. It’s important for us to take care of ourselves and stay calm around our children. If we are calm, they will feel like everything will be okay.”</p> <p>Prompt: “What will you do to stay calm around my children?”</p>
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WEEK 3

Animals	<p>Active animals: Play the following game with your child. Make it active.</p> <ul style="list-style-type: none"> • Hop like a frog. • Stretch like a cat. • Run like a dog. • Slither like a snake. • Flap like a bird. 	<p>All the animals we can think of</p> <ul style="list-style-type: none"> • What are all the animals we can think of that have feathers? • What are all the animals we can think of that eat plants? • What are all the animals we can think of that lay eggs? 	<p>My friendly rabbits (rocks): Go for a walk and collect 10 rocks. You can pretend these are 10 friendly rabbits.</p> <ul style="list-style-type: none"> •Count the rocks (rabbits). •Put the rocks into 2 equal piles. •Ask your child to give you 3 rocks. •If you give me 3, how many rocks do you have? •Can you count from 1 to 10? 	<p>Building confidence</p> <p>There are many opportunities throughout the day to help your child feel more confident. The next time they need to get dressed, help them do it on their own. Ask them: What do you want to wear? A T-shirt? Okay, let's get your head through first, then one arm, then the other.</p> <p>Don't help them, unless you really have to. This builds their problem solving and motor skills.</p> <p>You can also encourage them to eat on their own. This coordination will even help them become better writers later. Similarly, encourage them to turn the tap on and off on their own. It builds their twisting skills and strength.</p>	<p>When we are already feeling stressed, we can be more likely to lose our temper with our child when they are not behaving the way we want them to.</p> <p>Take a break if you feel angry. Leave your child with another caregiver and go somewhere quiet. Hitting or shaking a child can cause disabilities or death.</p> <p>Once you and your child are calm, you can explain why you couldn't let them do what they wanted. You may say, "you really wanted your sister's toy, and she wanted it too. That's always difficult when we want something someone else has."</p> <p>Or you may say "you really wanted to go play with your friend and I wouldn't let you. That made you really sad. I can't let you play with your friends right now because we need to be careful to not get sick."</p>
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WEEK 4

Counting games	<p>Clap, hop, jump: Play the following game with your child. Make it active.</p> <ul style="list-style-type: none"> •Clap hands 1 time. •Clap hands 2 times. •Jump 1 time. •Jump 2 times. •Hop 1 time. •Hop 3 times. •Can you hop, then jump, then clap? •Can you clap twice, jump once, and hop three times 	<p>Remembering instructions: Play the following game with your child.</p> <p>Take turns playing a game where you give 2-3 instructions that the other person has to remember to follow. Make sure physical movement is included.</p> <p>For example:</p> <ul style="list-style-type: none"> • Hop twice, turn around. • Jump to the kitchen, pick up a spoon, then run back. 	<p>Fill it up together</p> <p>Select different containers and ask children how many small cups of sand or rice fit in the containers of different sizes and shapes. Ask child to guess first.</p>	<p>Helping others (part 1)</p> <p>Tell your child a story and ask your child questions about the story. For example: [Name] lost his favorite T-shirt. How did he feel? What would you do to help?</p>	<p>If you live in an abusive environment:</p> <ul style="list-style-type: none"> • Tell at least one person you trust what is happening. • Create a code word to tell/message the people you trust you need help without your partner knowing. • Make a plan with the person you trust for what to do if you use the code word (e.g. call the police or hotline) • If you sense an abusive incident is about to occur, avoid rooms without exits or areas where dangerous objects are stored, like the kitchen. • Memorize or keep a list of phone numbers in your wallet or purse in case you don't have access to your cell phone.
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WEEK 5

Playing games with our bodies	<p>Drumming: Play the following game with your child.</p> <p>Play some drums. The child should move when the drum is sounding and then freeze when the drumming stops.</p>	<p>Mama/Daddy says (part 1): Play the following game with your child. Make it active.</p> <ul style="list-style-type: none"> • Mama/daddy says touch your head. • Mama/daddy says open your mouth. • Mama/daddy says turn around. • Mama/daddy says touch your knees. • Mama/daddy says jump twice. • Mama/daddy says jump, then clap and sit. 	<p>Count our body parts: Engage your child in a conversation and encourage them to:</p> <ul style="list-style-type: none"> • Count eyes. • Count fingers. • Count toes. • Count ears. • Count legs. • Count nose. • Count head. • Can you show me four fingers? • Can you show me two feet? 	<p>Helping others (part 2)</p> <p>What was the nicest thing anyone ever did for you (ask the child)? Tell your child about the nicest thing anyone ever did for you.</p>	<p>Routines</p> <p>Young children love routines, when a day follows a similar sequence day after day. Knowing what comes next makes them feel safe, confident and helps them build a strong brain. When they know what comes next, they are better behaved.</p> <p>How can you establish a routine?</p> <p>(1) Start by deciding on the time when you will do routine activities (e.g. get dressed, make food, eat, nap, etc.). Try to do these same daily activities at about the same time each day.</p>
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WEEK 6

Colours	<p>Blue-Red: Play the following game with your child.</p> <p>If I say touch something blue, you need to touch something red. If I say touch something red, you need to touch something blue.</p>	<p>My likes and dislikes: Engage your child in a conversation and ask: (1) What is your favorite color? What do we know that is that color? (2) What is your least favorite color? What do we know that is that color?</p>	<p>Let's organize leaves</p> <ul style="list-style-type: none"> •Go on a quick walk with your child to collect leaves. •Organize them by color. •Try to order them by size from smallest to biggest. •Now, try to organize them by shape. •Try the same game with sticks and rocks. 	<p>Helping others</p> <p>If we could help one person, who would that be? What would we do?</p>	<p>4 connection anchors</p> <p>During your daily routine, add special moments to look forward to (e.g. cuddles after your child wakes up, singing Happy Birthday while washing hands, telling stories while cooking, looking at pictures together before sleeping, etc.).</p> <p>Make sure you have at least one in the morning, one mid-day, one in the evening and one before bedtime.</p> <p>These simple moments that children can look forward to every day will help them cope with COVID-19 and be better behaved.</p>
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WEEK 7

	<p>Go and stop: Play the following game with your child.</p> <p>Say: When I say “stop”, we freeze. When I say “go”, we can walk again.</p> <p>Once your child is familiar with the game, your child will lead.</p>	<p>Making up a story from an image</p> <ul style="list-style-type: none"> •We are going to make up a story about this picture. I can start. This little girl is feeling very excited today. Why do you think she is feeling excited? •She is holding her bag and has a big smile. Where do you think she is going? <p>Where is, what is, how many?</p> <ul style="list-style-type: none"> •Where is...? •What is this called? •How is [...] feeling? •You can also ask questions like: “How many [...] are there?”, “Why does ... feel ...?” 	<p>Squares, squares everywhere</p> <ul style="list-style-type: none"> •Draw squares in the sand or dirt. Make some bigger and some smaller. •Tell your child, “this is a square.” •Ask your child to try to draw a square. Hold your child’s hand to help if this is hard. •Look for things around the home or outdoors that are the same shape. 	<p>The helpers around us</p> <p>Assemble a box with clothes or scraps of fabric that can be used for role-play.</p> <p>Have children act out different “helpers” or “helping” jobs (home visitor, teacher, doctor, ambulance driver, nurse) in the community and especially visible during COVID-19. Act out the different roles together.</p>	<p>Sequencing</p> <p>A simple way to help your child better behave is to sequence activities. You may say: “We will read a story after we have picked up the toys” or “We will eat after we have washed our hands”. Then you can wait and remind the children that they need to do the first action before the second. It’s important not to use the word “if”. When we use “if”, the first action becomes a punishment. When we use “after”, the child is the one who can choose. And if they can choose, they are more likely to cooperate.</p>
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WEEK 8

Playing games with our hands	<p>Mama/Daddy says (version 2): Play the following game with your child. Make it active.</p> <p>Only do the action when I say, mama says:</p> <ul style="list-style-type: none"> • Mama/daddy says touch your head. • Touch your toes. • Turn around. • Mama/daddy says stand on one leg. • Mama/daddy says jump. 	<p>Can you point to it?</p> <p>•I am going to describe something on the page and you need to guess what it is and point to it. I see something that is [green and moves slowly].</p> <p>•Can you guess what it is?</p>	<p>Measure with your hands</p> <p>Show child how to measure things (table, wall, etc.) using your hands. You can even both guess how many hands long something else and then see who was closest.</p>	<p>Creating my own comfy space</p> <p>Children behave better when they have a space that is theirs, where they feel safe and can calm down.</p> <p>Work with your child to pick their favorite items (toy, blanket, book, cup etc.) and pick an area of your home to arrange them.</p> <p>Tell your child that they can go to their “comfy space” whenever they want. When they feel sad, need some time to calm down, or even when they feel happy.</p>	<p>Sing to promote the behavior you want</p> <p>“Singing can even help your child cooperate. For example, you can sing when you are brushing your child’s teeth, sing while washing hands, sing while cleaning up! Take some time to sing each day with your child. Scientists have found that singing reduces stress!”</p> <p>Prompt: “Which song did you sing today?”</p>
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WEEK 9

<p>Week 9</p> <p>Drawing in the sand</p>	<p>Tic, tac, toe: Play the following game with your child.</p> <ul style="list-style-type: none"> •Draw two lines down and two lines across. •One person can draw a O. The other can draw an X. •The aim of the game is to get three of your shape in a row! 	<p>Disappearing letters: Play the following game with your child.</p> <ul style="list-style-type: none"> •Write a letter in the sand. •Ask the child how to make it disappear. •Let your child write letters and make them disappear. •Can you write the letter again? 	<p>Circles, circles everywhere: Lead your child in the following game:</p> <ul style="list-style-type: none"> •Draw circles in the sand or dirt. Make some bigger and some smaller. •Tell your child, “this is a circle.” •Ask your child to try to draw a circle. Hold your child’s hand to help if this is hard. •Look for things around the home or outdoors that are the same shape. <p>Let’s draw shapes in the sand. I will draw and you can guess what shape this is. Then you can draw the shape and I will guess.</p>	<p>Who do we love?</p> <p>I love __ and __. Who do you love?</p> <p>I love __ and __ and __. Who do you love?</p> <p>Take turns adding names of people you love.</p>	<p>Positive choices</p> <p>Give your child the opportunity to choose between two positive choices. Giving them choices gives them a sense of control and confidence.</p> <p>For example, you are helping baby get dressed. You can ask: (1) Would you like to put this T-shirt on or that one? (2) Would you like to put your shorts on first or your T-shirt? (3) Would you like a kiss or a hug?</p> <p>Even if the toddler is angry and crying, you can use this technique.”</p> <p>Prompt: “What choices have you given your child?”</p>
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WEEK 10

<p>Week 10</p> <p>Memory games</p>	<p>Remember game: Listen to these numbers. Remember them and then you can jump this number of times.</p> <ul style="list-style-type: none"> • 1, 4 • 8, 3 • 6, 2 	<p>Tell me the story</p> <p>• Say to your child: “I have a book here, that we have read before. Can you remember the story and tell it to me just by looking at the pictures?” Show your child pictures in the book. Ask your child what is happening in the pictures and what happens next.</p>	<p>Clapping game</p> <ul style="list-style-type: none"> • Explain that “when I clap once, you clap twice [demonstrate]. When I clap twice you clap once [demonstrate]. • Clap twice. • Clap twice. • Clap once. 	<p>Breathing with our hearts and bellies</p> <p>Breathing deeply and slowly is a calming for children and adults.</p> <p>Tell your child that you are going to play a breathing game together. Bring one hand over your belly (whichever one) and put the other hand over your heart. Then inhale together, and exhale together. Inhale and then exhale. Repeat at least five times.</p> <p>While breathing, ask children to notice how their breathing moves their heart (chest) and belly.</p>	<p>Message: Make disciplining fun!</p> <p>Your child doesn’t want to wear shoes. Make the shoes talk!</p> <p>Your child doesn’t want to brush teeth. Pretend there are monsters in her/his mouth!</p> <p>Your children are fighting over a toy. Pretend the toy is real and can talk and do silly things (dance, sing, etc.</p> <p>Your child wants to go to school. You can pretend you are at school.</p>
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WEEK 11

Using our story telling skills	Folding a paper airplane	<p>Let's make a story</p> <ul style="list-style-type: none"> •We are going to make up a story. I will start then you will help me continue it. •Once upon a time there was... •What happened next? •What happened after that? 	<p>Talking while cooking</p> <p>As you are cooking, talk about which bean is longer/shorter, which one is smoother/rougher, thicker/thinner</p> <ul style="list-style-type: none"> •What can we think of that's long? What can we think of that's short? 	<p>Rewarding ourselves</p> <p>Talk to your child about how you have both worked hard throughout the week. You both deserve a hand massage!</p> <p>Sit on the floor with your child, side-by side. Take your child's hand and make circles in their palm, starting with a small circle. Touch each finger and count them. Massage the back of the hands, Turn the wrists around. Move to the other hand. Ask: Do they feel good?</p>	<p>Message: Be thankful together</p> <p>An effective way to help your child deal with stress is to think of the helpers – the health workers, those supplying food, those collecting garbage, those keeping us safe.</p> <p>Make a drawing for the helpers. They keep us safe, fed and they keep our town clean.</p> <p>Send it to us and we will share it with them.</p>
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WEEK 12

Clapping games	<p>Memory game: Listen to these numbers. Remember them and then you can clap this number of times, starting with the last number.</p> <ul style="list-style-type: none"> • 3,7 • 4,1 • 9,3 • 8,6 	<p>Clap!</p> <p>If you hear the same first sound, clap:</p> <ul style="list-style-type: none"> • Cake – Carrot. • Dog – Mouse. • Leaf – Lane. 	<p>Copy the pattern</p> <p>Start a musical pattern with your child with your hands you <u>repeat at least 3 times</u>, such as:</p> <ul style="list-style-type: none"> • Clap – Space, Clap – Space, Clap – Space, Clap – Space • Clap-clap-space, clap-clap-space, clap-clap-space, clap-clap-space <p>Come up with as many as you can.</p>	<p>All the things that make me happy.</p> <p>Think of the things that make you happy. Take a moment to think about the things that make you feel happy, what are they? Share what they are. Now think about the things that make you feel meaningful in your life, what are they? Share what they are.</p>	<p>End every day with gratitude</p> <p>Take a few moments at the end of each day to sit quietly with your child and think of one thing you are grateful for today.</p>
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Parent-based learning activities for 3-6 year olds with only phone calls and a buddy system

In this program, a facilitator calls one parent and teaches two games. This parent then calls the buddy to teach the two games. A few days later, the facilitator will call the buddy to teach two games, and the buddy will call the first parent to teach the games.

Clothes

• **Call 1: Clothes to buddy A**

- Introduce yourself.
- Today we are going to learn two activities that have to do with clothes. The first is teaching your child to help sort the clothes. The second is helping your child learn about colors through clothes. You can do one of these activities each day. Can you please get a few pieces of clothing and invite your child to play?
- Today, take your pile of clothes and ask your child, whose clothes are these? Make piles for each member. Can you try now please?
- Tomorrow, you can take one item and ask: What color is this? What else do we know that is the same color? Can you try now please?
- What do you think your child will learn from these activities? Both these activities help them develop their language and cognitive skills.
- We have learnt our two games. Can you tell me what they were?
- Would it be possible for you to call your buddy and teach her these two games please?
- Thanks for playing. I hope you had fun. We will talk again soon.

• **Call 2: Clothes to buddy B**

- Introduce yourself.
- Did you get a phone call from your buddy? What games did you learn from her? What did you think of them? Did you have any difficulties?
- Today we are going to learn two more activities that have to do with clothes. The first is teaching your child to develop strong finger muscles using clothes. The second is folding clothes. Can you please get a piece of clothing with buttons or a zipper, and invite your child to play?
- Today, you can take clothes that have zippers or buttons. Teach your child how to open and close them. Can you try now please?
- Tomorrow, you can take a piece of clothing and teach your child how to fold it. Can you try now please?
- What do you think your child will learn from these activities? Both these activities help them develop the muscles in their fingers.
- We have learnt our two games. Would it be possible for you to call your buddy and teach her these two games please?
- Thanks for playing. I hope you had fun. We will talk again soon.

Vegetables

- **Call 3: Vegetables to buddy A**

- Today, we are going to learn two activities that have to do with vegetables. The first is sorting vegetables. The second is thinking of things that are like a vegetable. Can you please go to your kitchen and find your vegetables? What vegetables do you have?
- Today, you can mix together 2-3 vegetables, like onions, tomatoes and corn for example. Ask your child to separate them into piles. Can you try now please?
- Tomorrow, you can talk about what is like a specific vegetable. Take an onion and ask them, what is round like an onion? Or what is red, like a tomato? Can you try now please?

- **Call 4: Vegetables to buddy B**

- Today, we are going to learn two more activities that have to do with vegetables. The first is talking about vegetables we can buy at the market. The second is talking about where vegetables grow.
- Today, ask your child if they can remember all the types of vegetables we can get at the market. What can you buy? Can you try now please?
- Tomorrow, you can talk about vegetables, like where they grow or how they taste. For example, you can ask, which vegetables grow under the soil? Which vegetables grow in plants? Which vegetables are tasty?

Numbers

- **Call 5: Numbers to buddy A**

- Today, we are going to learn two activities that involve counting. In the first game, you give instructions to your child about how many things they need to find. In the second game, you give them instructions of a number of things they have to do.
- Today, ask your child to find a certain number of things like 1 bowl, 2 cups, 3 spoons, 4 socks. You should follow the order, starting from one. Make sure they are items that cannot break.
- Tomorrow, you can ask them to do a certain number of things, like jump once, clap twice, turn around three times, blink four times. Give the instructions one at a time.

- **Call 6: Numbers to buddy B**

- Today, we are going to learn two more activities that involve counting. In the first game, you can give instructions of what a child needs to do one by one. In the second, the child needs to remember two instructions.
- Today, ask your child, to give you a certain number of things in random order, like 4 spoons. Once they get the item, you can ask them to get something else.
- Tomorrow, if they can play this game, you can give two instructions at once, like “can you get 3 spoons and 1 cup please”.

Non-parent-based activities for 3-6 year olds (including ELM, SELF and Resilience Building)

Sample Process:

Develop and record early learning sessions of about 15 minutes in length to start to be disseminated in local language on YouTube, Facebook and/or WeChat groups.

- Deliver these sessions via the selected platform(s). If radio is selected, identify the best time to air these sessions on the radio so that both children and parents are present.
- ECCD facilitators follow up on the messaging group after the session to ask questions like:
 - Did the children like the session? Did they try another variation?
- ECCD facilitator checks in one-on-one every week through a house call to ask how the early learning activities are going.

ANNEXURE C: Pictorial Child Development Cards

These cards are the child development milestones in pictorial form for parents to use. These cards are useful in helping parents and caregivers understand a child's developmental stages and progress clearly. The card can be used by parents to stimulate their children's development in each of the specific milestones as well as observe if a child at a certain age has achieved the milestone as indicated in the picture.

Age 0-3 Months **སྐྱེས་ལོ་སྐྱེལ་འཕམ་ལྷན་པུ་ཨ་མ་ལྷན་པུ་**

Gross Motor **རྒྱུ་སྤྱོད་ལྟུང་ལྟུང་**



Bring closed fists to mouth

མཛོག་ལའི་རྩ་བར་འབག་འོང་ནི།



Raises head

མགུ་ཏོ་ཡར་སེང་ནི།



Moves arms and legs

རྒྱུ་སྤྱོད་ལྟུང་ལྟུང་སྤྱོད་ནི།

Fine Motor **ཞིབ་སྤྱོད་ལྟུང་ལྟུང་**



Opens and closes hands

ལག་པ་རྒྱུང་བསྐྱེལ་འབད་ནི།



Grasps fingers

ལག་པའི་མཚུབ་མོ་གཟུང་ནི།



Holds small objects

ཅ་ལ་རྒྱུང་གྲུ་བཞེད་ནི།

Language ལ་སྐད།



Cries when needs something

ག་ཅི་ཅིག་དགོས་ད་སྲུ་ནི།



Stops crying when attended

ཅབ་ཅབ་འབདམ་ད་སྲུ་བོ་སངས་ནི།



Makes sounds

སྲུ་སྐད་བཏོན་ནི།

Cognitive མཚོ་རིག།



Reacts to sound, light and motion

སྲུ་གོ་ འོད་མཚོང་གཡོ་འགྲུལ་ཚུ་འབདམ་
ད་ལན་ལོག་རྒྱབ་ནི།



Discovers hands

ལག་པ་གི་སྐོར་ལས་ཤེས་ནི།



Anticipates feeding

ཨོམ་འཕུང་ནི་གི་རེ་བ་བསྐྱེད་ནི།

Social and Emotional མི་སྲེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་རྒྱས།



Gazes at faces

གཞོན་གྱུ་བཟླ་ནི།



Happy when sees mother; turns head when hears mother's voice

ཨའི་མཚོང་མ་ད་སེམས་དགའ་ནི།ཨའི་གི་
སྐད་གོམ་ད་གཞོན་ཨའི་ལ་མུག་བསྐྱིར་ནི།



Nurses frequently

འཕྲལ་འཕྲལ་ར་ཨོམ་འཕུང་ནི།

Gross Motor རགས་རྩལ།



Lifts head and trunk

མགུ་ཉོ་དང་ གཟུགས་འཐུ་ནི།



Rolls over

སྐྱེལ་རིལ་བསྐྱར་ནི།



Sits with support

གྲོགས་རམ་གྱི་ཐོག་ལས་ རྩ་བར་སྡོད་ནི།

Fine Motor ཞིབ་རྩལ།



Reaches for dangling objects

ཅ་ལ་དཔྱད་བཞག་མི་གུ་རྟའ་ནི།



Grasps objects in both hands

ལག་པ་གཉིས་ཆ་ར་ནང་ཅ་ལ་གཟུང་ནི།



Explores objects with hands and mouth

ཅ་ལ་ཚུ་ ཁ་དང་ལག་པ་གིས་ རོམ་སྟེ་བལྟ་
ནི།

Language ལ་སྐད།



Makes sounds to get attention

སྐད་རྒྱབ་སྟེ་ བཞག་པ་བཀུག་ནི།



Recognizes voice of mother

ཨ་འི་གི་སྐད་ རོ་ཤེས་ནི།



Starts to imitate sounds

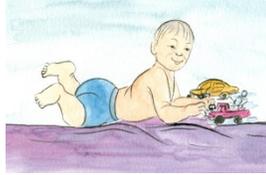
སྐྱ་སྐད་ཚུ་ ལད་སོལ་རྒྱབ་ནི།

Cognitive མནོ་རིག།



Recognizes faces

གདོང་ཚུ་ རོས་འཇིན་འབད་ཚུགས་ནི།



Shows interest in small objects

ཅ་ལ་ཚུང་ཀྱ་ཚུ་ལུ་ སློ་བ་བསྐྱེད་ནི།



Explores cause and effect, drops objects, bangs

ཅ་ལ་བཀོ་ནི་དང་ ཅ་ལ་གུ་བརྒྱང་ནི་ཚུ་
འབད་དེ་ཚུ་ཚུམ་ བརྟག་དཔུད་འབད་ནི།

Social and Emotional མི་སྡེ་དང་སེམས་གྱི་ཚོར་བ་ཡར་རྒྱས།



Recognizes father and mother

ཨ་པ་དང་ཨ་འི་ རོ་ཤེས་ནི།



Laughs at funny faces

གདོང་དགོད་བྲ་སི་སི་མཐོང་མ་ད་ བགའ་
ནི།



Shows interest in other children

ཨ་ལོ་གཞན་མི་ མཐོང་མ་ད་ སློ་བ་བསྐྱེད་
ནི།

Age 6-12 Months

ལོ:

ལྷན་པུ་ ལས་ ༡༢

Gross Motor རགས་ཚུལ།



Sits alone

རང་རྒྱུ་མ་གཅིག་སླེ་སྟོད་ནི།



Crawls

གོ་བ་ནི།



Pulls up and takes steps when supported

རྒྱུ་སློར་གྱི་ཐོག་ལས་ཡར་ལོང་ནི་དང་གོམ་སྟོ་ནི།

Fine Motor ཞིབ་ཚུལ།



Plays with small objects

ཅ་ལ་རྒྱ་རྒྱ་དང་ཚེད་མོ་ཚེ་ནི།



Picks up small objects with two fingers

མཇུབ་མོ་གཉིས་ཀྱིས་ཅ་ལ་

རྒྱུ་རྒྱ་འཐུ་ནི།



Hits objects together

ཅ་ལ་རྒྱ་གཅིག་ཁར་བརྒྱུང་ནི།

Language ལ་སྐད།



Babbles to self

ཨོ་སྐད་རྒྱབ་ཅི།



Says one or two words

ཚིག་གཉིས་དང་ གསུམ་རེ་སྐད་ཅི།



Points with fingers when wants something

ཅ་ལ་དགོས་དུ་མཚུབ་མོ་དཔག་སྟེ་སྟོན་ཅི།

Cognitive མཚོན་རིག་།



Looks for objects that are hidden

ཅ་ལ་སྐྱབ་བཞག་མི་ཚུ་ འཚོལ་ཅི།



Pushes and rolls toys

ཚུད་མོ་ཚུ་ འཕུལ་ཅི་དང་ སྐྱིལ་ཅི།



Fascinated with small objects

ཅ་ལ་ཚུང་ཀུ་ཚུ་ལུ་སེམས་ཤོར་ཅི།

Social and Emotional

མི་སྟེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་རྒྱས།



Likes people; prefers caregivers

བྱམས་སྦྱོང་འབད་མི་ལུ་དགའ་
ཅི།



Plays 'peek-a-boo'

ཀུ་ཀུ་ ཚེ་ཅི།



Pushes away things not wanted

ཅ་ལ་མ་དགོ་མི་ཚུ་ཕར་འཕུལ་ཅི།

Age 12-18 Months རོ་ལྷན་ ༡༢ ལས་ ༡༨ ཚུན།

Gross Motor རགས་རྩལ།



Takes steps

གོམ་སློའི།



Climbs

འཛོག་ནི།



Walks well

ལམ་ལེགས་ཤོམ་འབད་འགྱུ་ནི།

Fine Motor ཞིབ་རྩལ།



Takes objects out of containers

རྟོད་ནང་ལས་ ཅ་ལ་ཚུ་ ཕྱི་ཁར་བཏོན་ནི།



Stacks boxes

སྐམ་ཚུ་གཅིག་ཁར་བཅེག་ནི།



Takes tops off

ལེན་ཇ་ སྤུང་གཏང་ནི།

Language ལ་སྐད།



Points to objects or pictures when named

ཅ་ལ་གི་མིང་སྟོན་མ་དམ་མཛུབ་མོ་དཔག་ནི།



Obeys simple commands

བཀོད་བྱ་འཇམ་ཉོང་ཉོ་ཚུ་ ཉན་ནི།



Says few words clearly; important people/objects; and few other words such as 'my', 'more', 'all gone'.

མི་དང་ཅ་ལ་ལག་ཆེ་ཉོག་ཉོ་གི་མིང་ཆོག་
དག་པ་ཅིག་སྐྱབ་ནི་དང་ གཞན་ཡང་ངེ་གི།
ག་ར། ལེ་ཤ། ཡར་སོ་ཡི།ཟེར་མི་ཚུ་
སྐྱབ་ནི།

Cognitive མཚོ་རིག།



Points to some body parts

གཟུགས་ཀྱི་ཆ་ཤས་དག་པ་ཅིག་སྟོན་ནི།



Pulls an object to reach something

ཅ་ལ་བདའ་བྱུན་ནི་དེ་དོན་ལས་ ཅ་ལ་སོ་
སོ་ཅིག་འཐེན་ནི།



Interested in everything he/she sees

ཅ་ལ་ ག་ཅི་མཐོང་མ་ཅིག་ སྟོ་བ་བསྐྱེད་
ནི།

Social and Emotional མི་སྡེ་དང་སེམས་གྱི་ཚོར་བ་ཡར་ཀླུས།



Smiles when praised; cries when scolded

བསྟོན་པ་རྒྱབ་དེ་དགའ་ནི་དང་ཚོགས་བརྒྱུ་གཏང་མ་དུ་སྦྱུ་ནི།



Imitates gestures

ནུས་འགྱུར་ཚུ་ ལད་སློལ་རྒྱབ་ནི།



Enjoys songs and simple picture book stories

ཞབས་ཁྲ་དང་ པར་རིས་སྤྱང་དེབ་འཇམ་ ཏོང་ཏོ་ཚུ་ལུ་ དགའ་སྟོ་བསྐྱེད་ནི།

Age 18-24 Months ལོ་ལྔ་མ་ ༡༨ ལས་ ༢༤ ཚུ་ནི།

Gross Motor རགས་རྩལ།



Runs without difficulty

དགའ་ངལ་མེད་པར་ རྒྱུག་ཚུགས།



Squats

ཨོམ་ཚོག་སྟེ་ སྟོང་ནི།



Hops

སྐལ་མཚང་རྒྱབ་ནི།

Fine Motor ཞིབ་རྩལ།



Puts objects in and out of containers

ཅ་ལ་ཚུ་ ཏོང་ནང་བཅུགས་ནི་དང་ཕྱི་ ལར་བཏོན་ནི།



Can peel peas or banana

སྒྲུམ་དང་ངང་ལག་ཚུ་ པགས་ཀོ་ བལུབ་ཚུགས་ནི།



Builds with blocks

སྐམ་རྒྱང་ཚུ་གིས་ བཟོ་དབྱིབས་བཟོ་ནི།

Language ལ་སྐད།



Can say own name
རང་གི་མིང་སྟབས་ཚུགས་ནི།



Says two or three word sentences
བརྗོད་ཚིག་གི་ཐུང་གུ་རེ་སྟབས་ཚུགས་ནི།



Can listen to short stories
སྲུང་སྲུང་གུ་ཚུ་ཉན་ཚུགས་ནི།

Cognitive བཞུ་རིག་།



Knows/can name two to three body parts
གཟུགས་ཀྱི་ཆ་ཤས་ཀྱི་མིང་ གཉིས་ གསུམ་རེ་ ཤེས་སྟབས་ཚུགས་ནི།



Understands yes and no
ཡིན་མེན་གྱི་ གོ་དོན་ ཉ་གོ་ཚུགས་ནི།



Matches similar objects
ཅ་ལ་ཚོག་འཐད་པ་ཚུ་མཐུན་སྒྲིག་འབད་ནི།

Social and Emotional མི་སྡེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་རྒྱས།



Shows affection by hugging, smiling
ཕམ་བཏབ་ནི་དང་ དགའ་འཇུམ་སྟོན་ནི་ ཚུ་གི་སྐྱོ་ལས་ བྱམས་བཅུ་སྟོན་ནི།



Imitates what adults do
སྟོན་ཤོས་ཀྱིས་ག་ཅི་འབད་མ་ཅིག་ ལད་སྟོལ་རྒྱབ་ནི།



Washes own hands
རང་གི་ ལག་པ་འཕུ་ནི།

Age 2-3 years

སྐྱེས་ལོ་ལོ་ ༢ ལས་ ༣ ཚུན།

Gross Motor རགས་ཚུལ།



Jumps over objects

ཅ་ལ་གི་ལྷག་ལས་ མཚོང་ནི།



Walks on tiptoe

ཀངས་གི་སྤྱི་ཏྲོག་བཟུགས་ཏེ་ འགྱོ་ནི།



Throws and kicks ball

བྲོལ་ བཀོ་ནི་དང་ རྟོག་ཐེ་རྒྱབ་ནི།

Fine Motor ཞིབ་ཚུལ།



Pours sand from one container to next

བྲེམ་ཏྲོད་ཅིག་གི་ནང་ལས་ སོ་སོ་ནང་ འགྱོ་ནི།



Draws a circle

སྒྲིང་ཐིག་འབྲི་ནི།



Turns book pages

ཀེ་དབ་ཀྱི་ཤོག་ལྗེ་ཚུ་ ལྷོག་ནི།

Language ལ་སྐད།



Points to common objects when named

སྤྱིར་བཏང་ཅ་ལ་ཚུ་གི་མིང་སྲོབ་ད་མཚུབ་
མོ་དཔག་ནི།



Asks questions

དྲི་བ་འདྲི་ནི།



Names colors

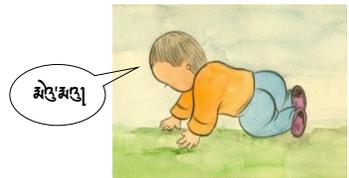
ཚོས་གཞི་ཚུ་གི་མིང་སྲོབ་ནི།

Cognitive མཚོ་རིག་།



Knows difference between large and small

སྲོམ་དང་ཚུང་ཀྱ་གི་ཁྱད་པར་ ཤེས་ནི།



Loves to pretend and imitates animals

སེམས་ཅན་ཨིན་རྩུས་བཏབ་ནི་དང་ ལད་
སྲོལ་རྒྱུ་ལྔ་ལྔ་ དགའ་བ་བསྐྱེད་ནི།



Grasps categories such as 'chicken', 'dog'

དབྱེ་བ་ ཕྱི་ཤེས་ནི་ དཔེར་ན་ བྱ་དང་
རོ་ཁྱི་བཟུམ།

Social and Emotional མི་སྡེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་ལྷན།



Displays affection

བྱམས་བརྩེ་སྟོན་ནི།



Likes to be around others

ཨ་ལོ་གཞན་གྱི་

སྟོ་ལོགས་ཁར་སྟོན་ནི་ལུ་དགའ་བ་བསྐྱེད་ནི།



Helps with small chores

ཁྱིམ་ནང་གི་ལཱ་ཚུང་ཀྱང་འབད་ནི་ལུ་

གྲོགས་རམ་འབད་ནི།

Age 3-4 Years རྒྱུས་ལོ་ལོ་ ༣ ལས་ ༤ ཚུན།

Gross Motor རགས་རྩལ།



Jumps forward

གཞོང་ཁར་མཚོང་ནི།



Throws and receives ball

བྲོལ་བཀོ་ནི་དང་བརྩུང་ནི།



Balances with one foot

ཀར་མ་ཡ་གཅིག་གུ་འཚོ་སྐབ་འབད་

སྟོན་ནི།

Fine Motor ཞིབ་རྩལ།



Holds pencil correctly

ཕི་སི་གི་གཏུག་གི་སྟེ་བ་ཤེད་ལྟོ།



Can draw recognizable figures, crosses and circles

ངོ་ཤེས་ཚུགས་པའི་པར་རིས། སྒོར་ཐིག་།
མེན་རྟགས་ཚུ་འབྲི་ཚུགས་ལྟོ།



Buttons

ཐུབ་ཅི་བཏང་ལྟོ།

Language ལ་སྐད།



Converses with others; recounts events that happened during day

ཉིན་མར་འབད་མི་ལཱ་ཚུ་དབྱེད་རིག་བཏང་
སྟེ་གཞན་ལུ་བཤད་ལྟོ།



Remembers songs

ཞབས་ལྟུ་སེམས་ཁར་བྲན་ལྟོ།



Knows shapes and colors

ཚོས་གཞི་དང་དབྱིབས་ཚུ་ཤེས་ལྟོ།

Cognitive **མནོ་རིག་པ།**



Matches like objects; sorts by color or size

ཅ་ལ་ཚོག་འཐད་པ་ཚུ་ མཐུན་སྒྲིག་འབད་
 བློ། ཚོས་གཞི་དང་ སྒོམ་ཚུང་ཚུ་ ལྷི་
 སེལ་རྒྱབ་ལྟོ།



Knows purpose of objects

ཅ་ལ་གི་དགོས་མཁོ་ཉ་གོ་ལྟོ།



Asks 'why?' questions

ངོ་བ་འདྲི་ལྟོ།

Social and Emotional **མི་སྡེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་རྒྱས།**



Begins to play with other children

ཨ་ལོ་གཞན་དང་གཅིག་ཁར་ཕྱེད་མོ་ཕྱེ་ནི་
 འགོ་བཙུག་ལྟོ།



Asks for help

གྲོགས་རམ་འཚོལ་ལྟོ།



Uses toilet independently

རང་མགོ་རང་འདྲོང་མ་སླེ་ གསང་སྦྱོང་།
 ལག་ལེན་འཐབ་ལྟོ།

Gross Motor རགས་ཚུལ།



Hops on one foot

རྒྱུ་ལ་གཅིག་འཐུ་སྟེ་
མཚོང་རྒྱབ་ནི།



Walks along a line

ཐིག་བདའ་སྟེ་ འགྲོ་ནི།



Walks up and down the stairs, but brings feet together on each step

ཞེ་ཁྲུག་ཡར་འཛོག་ མར་འབབ་ཚུགས། དེ་འབདམ་ད་
གོམ་ཐངས་རེ་སྟོན་ད་ རྒྱུ་གཉིས་ཞིབ་འོང།

Fine Motor ཞིབ་ཚུལ།



Can string objects

ཅ་ལ་ཚུ་སྐྱད་པ་ཁར་བརྒྱ་ཚུགས་
ནི།



Can cut along a line

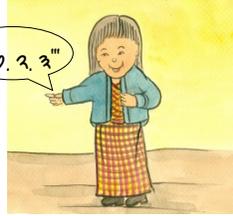
ཐིག་བདའ་སྟེ་ འགྲོ་ཚུགས་ནི།



Washes own hands

རང་གི་ལག་པ་འཁྲུ་ཚུགས་ནི།

Language ལ་སྐད།



Counts to five

Speaks in sentences;
uses many words
བརྗོད་པ་ཆ་ཚང་སྟེ་སྟབ་ནི།

གྲངས་ལ་ཡུལ་ལྟོན་རྒྱབ་ལྟོགས་ནི།

Asks 'when', 'how' 'why' questions
འདྲི་ཚིག་ནམ།ག་དེ་སྟེ།ག་ཅི་སྟེ།ཟེར་མི་ལྟ་འདྲི་ནི།

Cognitive མཚོ་རིག་།



Orders objects large to small

Knows first and last

Knows more or less

ཅ་ལ་ལྟོ་སྟོང་ལས་ལྷང་ཀྱ་གི་
གོ་རིམ་སྟེ་གི་ཤེས་ནི།

འགོ་ མཇུག་གི་ གོ་རིམ་ཉ་གོ་ནི།

མང་སྲུ་དང་ཉུང་སྲུ་ཤེས་ནི།

Social and Emotional

མི་སྡེ་དང་སེམས་གྱི་ཚོར་བ་ཡར་ཀླུས།



Can dress with little help

གོ་གསལ་རམ་ཨ་ཙཱ་ཅེ་ལུ་བརྟེན་ཏེ་
གོ་ལ་གྱོན་ཚུགས་ནི།



Plays cooperatively with peers

ཆ་རོགས་དང་མཐུན་ཏོག་ཏོག་
སླེ་ཅེད་མོ་ཅེ་ནི།



Can share and take turns

ཅ་ལ་རུབ་སྟེ་སྦྱོད་ནི་དང་སྐོར་རྒྱབ་སོར་ཤེས་ནི།

Age 5-6 years

སྟེ་ལོ་ལོ་ ༥ ལས་ ༦ ཚུན།

Gross Motor རགས་རྩལ།



Catches ball

བྱོལ་གཟུང་ནི།



Turns somersault

མགོ་མཇུག་སློག་ནི།



Can hop and count

སྐྱལ་མཚོང་རྒྱབ་སྟེ་གྲངས་ལ་ཅིས་ཚུགས་ནི།

Fine Motor ཞིབ་ཚུལ།



Can draw a girl or boy

བུ་/བུ་མོ་གི་སར་འབྲི་ཚུགས་ནི།



Makes figures from clay

འདས་གྱི་འབྲ་གཟུགས་
བཟོ་ཚུགས་ནི།



Can draw shapes

དབྱིབས་ཚུ་ འབྲི་ཚུགས་ནི།

Language ཁ་སྐད།



Counts to 10 or 20

གྲུངས་ཁ་༡༠ཡང་ན་ ༢༠ ཚུན་རྒྱབ་ནི།



Recognizes and names colors

ཚོས་གཞི་དོས་འཛིན་དང་
མིང་ཚུ་སྒྲུབ་ཚུགས།



Tells stories

སྐྱུང་གཏང་ནི།

Cognitive མཚོ་རིག་པ།



Can say purpose of body parts

གཟུགས་ཀྱི་ཆ་ཤས་ཀྱི་ཕན་ཐོག་ཚུ་སྟེན་བ་
ཚུ་གས་ནི།



Understands sequence of events

ལས་རིམ་གྱི་ གོ་རིམ་ཚུ་
ཉ་གོ་ཚུ་གས་ནི།



Can order objects by size

ཅ་ལ་སྒོམ་ཚུང་དང་འཁྲིལ་གོ་རིམ་སྒྲིག་ཚུ་གས་ནི།

Social and Emotional མི་སྡེ་དང་སེམས་ཀྱི་ཚོར་བ་ཡར་རྒྱས།



Beginning to understand some moral values; good and bad; fairness

ལེགས་ཤིམ་ཤོག་ཤོག་པ། དང་བདེན་ལ་
སོགས་ པའི་ཡ་རབས་ཀྱི་བརྩི་མཐོང་
ཉ་གོ་ཚུ་གས་ནི།



Invents games

ཚུང་མོ་གསར་བ་བཟོ་ནི།



Dresses and undresses without any help

གཞན་གྱི་སྒོགས་རམ་མ་ལེན་པར་གོ་ལ་སྒྱུན་ནི་དང་བཟུབ་
ཚུ་གས་ནི།

ANNEXURE D: TOY DEVELOPMENT GUIDE

The toy development guide has been developed in pictorial form to help demonstrate how toys for children of different ages can be produced at home with low cost and no cost materials. These toys developmentally appropriate and age specific ones that are proven to be effective in the stimulation of children's holistic development

Making toys using Cans and Containers རྟོན་དང་རྟོན་ཆས་ལག་ལེན་འཐབ་སྟེ་ཕྱི་ལོ་བཟོ་ཞི།

སྐྱེས་ལོ་ ༠-༡



Rattle

སྐྱེའི་ཕྱི་ལོ་ཆས།



Stacking

བཟུགས་ཞི།



Mobile

དཔུང་ཆས་སྐྱར་བཏུབ་མི་ཕྱི་ལོ་ཆས།

སྐྱེས་ལོ་ ༡-༢



Putting tops on containers

རྟོན་ ལབ་རྟོ་གཟད་ཞི།



Putting objects in the containers

ཅ་ཆས་རྟོན་ནང་བཏུགས་ཞི།



Filling containers with sand

བྱེམ་རྟོན་ནང་སྐྱུག་ཞི།

སྐྱེས་ལོ་ ༡-༤



Aiming game

ཚ་གཏང་ནིའི་ཕྱེད་མོ།



drums

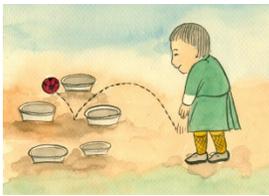
བང་ཇ།



Arranging smallest to biggest

ཚུང་ཤོས་ལས་སྐྱོམ་ཤོས་ལུ་གོ་རིམ་བསྐྱིག་ནི།

སྐྱེས་ལོ་ ༤-༦



Aiming game

ཚ་གཏང་ནིའི་ཕྱེད་མོ།



Telephone

བརྒྱུད་ཐིག་།



Growing plants-smallest to biggest

ནོད་ནང་སྔོ་ཤིང་བཅུགས་ཏེ་ཚུང་ཤོས་ལས་སྐྱོམ་ཤོས་ལུ་གོ་རིམ་བསྐྱིག་ནི།

Making toys using card board

ཤོག་སྒྲིམ་ལག་ལེན་འཐབ་སྟེ་ཚེད་མོ་བཟོ་ནི།

སྒྲིམ་ལོ་ ༠-༡



Hide and seek

གཡིབ་ཚེད།



Putting objects in the box

སྒྲིམ་ནང་ཅ་ཆས་བཅུགས་ནི།



Practice sitting without support

སྒྲིམ་ལྟེང་ཞུགས་པ་འབད་ནི།

གྲོགས་རམ་མེད་པར་སྒྲོད་ནིའི་སྒྲུབ་བ་འབད་ནི།

སྒྲིམ་ལོ་ ༡-༢



Putting objects into box

ཅ་ཆས་སྒྲིམ་ནང་བཅུགས་ནི།



Opening and closing top

ལབ་ཏྲོག་ཕྱེ་ནི་དང་གཅད་ནི།



Pulling a box

སྒྲིམ་འཐེན་ནི།

སྒྲིམ་ལོ་ ༢-༣



Playing with toy cars

ཚེད་ཆས་ཀྱི་སྒྲིམ་ལའོར་བཟོ་སྟེ་ཚེད་བཅུག་ནི།



Counting while stacking boxes

སྒྲིམ་ཚུ་གྲངས་ལ་བརྒྱབ་སྟེ་བཅུག་ནི།



Use boxes to sort objects

སྒྲིམ་ལག་ལེན་འཐབ་སྟེ་ཅ་ཆས་དབྱེ་བ་ཕྱེ་ནི།

སྐྱེས་ལོ་ ༤-༤



Making houses

ཁྱིམ་བཟོ་སྟེ་ཚེད་ནི།



Tracing shapes

བཟོ་དུམ་བཟོ་དང་འཁྲིལ་ཉེ་ཐིག་འཐེན་ནི།



Putting objects into boxes to compare weight and sound

ཅ་ཆས་སྐྱོམ་ནང་བཅུགས་ཉེ་ལྗིད་ཚད་དང་སྐྱ་གི་ཁྱད་པར་བཞུ་ནི།

Making toys using yarn, strings and ropes

སྐྱད་པ་དང་ཐག་པ་ལག་ལེན་འཐབ་སྟེ་ཚེད་མོ་བཟོ་ནི།

སྐྱེས་ལོ་ ༠-༡



Mobile

དབྱར་ཆས་པར་བཏུབ་མི་ཚེད་ཆས།



Dolls

ཚེད་མོ་གི་ཨ་ལོ།



Play with yarn ball

སྐྱད་པ་གི་སྐྱ་གོང་ཚེད་ནི།

སྐྱེས་ལོ་ ༡-༡



Practicing aiming and throwing

ཚ་གཏང་ནི་དང་བཀོག་ནིའི་སྐབས་ལ་བསམ་ནི།



Stringing yarn through holes

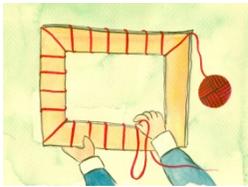
དོང་ནང་ལས་སྐད་པ་བརྒྱ་ནི།



Walking along a string or yarn with support

གྲོགས་རམ་ཕྱིན་ཏེ་སྐད་པ་བདའ་སྟེ་ལམ་འགྲོ་ནི།

སྐྱེས་ལོ་ ༡-༢



Stringing a yarn around a frame

པར་ཁྲམ་བསྐོར་ཏེ་སྐད་པ་དཀྲི་ནི།



Stringing beads

ཕྱི་དང་བྱུ་རུ་ཚུ་སྐད་པ་བརྒྱ་ནི།



Walking along a string or yarn without support

གྲོགས་རམ་མེད་པར་སྐད་པ་བདའ་སྟེ་ལམ་འགྲོ་ནི།

སྐྱེས་ལོ་ ༢-༢



Making yarn balls

སྐད་པ་གི་ཐུ་གོང་བཟོ་ནི།



Making garlands

མེ་ཏྲག་གི་གལ་སྐོར་བཟོ་ནི།



Skipping with rope

ཐག་མཚོང་བརྒྱབ་ནི།

Making toys using sticks

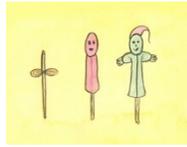
འཁར་ཕ་ལེན་འཐབ་སྟེ་ཕྱད་མོ་བཟོ་ནི།

སྐྱེས་ལོ་ ༠-༡



Mobile

དཔུང་ཆས་སྒར་བཏུབ་མིའི་ཕྱད་ཆས།



Dolls

ཕྱད་མོ་གི་ཨ་ལོ།



Rattle

སྒྲིའི་ཕྱད་ཆས།

སྐྱེས་ལོ་ ༡-༢



Stepping over a stick

འཁར་ཕ་ཤོམ་བཅུག་ནི།



Put stick through hollow objects

དོང་ཡོད་པའི་ཅ་ཆས་ནང་འཁར་ཕ་བརྒྱུ་ནི།



Scribbling on sand with sticks

འཁར་ཕ་གིས་བྱེམ་གུ་ག་མནོ་འབྲི་ནི།

སྐྱེས་ལོ་ ༢-༤



Pretend play with stick horse

འཁར་ཕ་གི་རྩ་བཟོ་སྟེ་ཕྱད་ནི།



Putting matchsticks into box

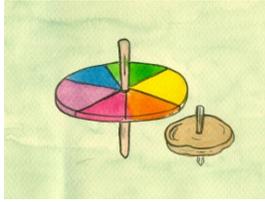
མེ་ཁྲོག་སྒྲོམ་ནང་མེ་ཁྲོག་རྩམ་བཅུགས་ནི།



Drawing on the ground

ས་ཁར་པར་འབྲི་ནི།

སྐྱེས་ལོ་ ༤-༤



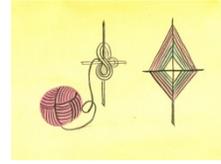
Spinning a top

བསྐྱེད་བཏུབ་པའི་ཕྱི་ཚུལ་ཕྱི་ལོ།



Designing letters with sticks

འཁར་མ་ལག་ལེན་འཐབ་སྟེ་ཡིག་གཟུགས་བཟོ་
ནི།



Make design using yarn and stick

སྐྱད་པ་དང་འཁར་མ་ལག་ལེན་འཐབ་སྟེ་བཟོ་
བཞོན་མ་འདུལ་བཟོ་ནི།

Making toys using paper

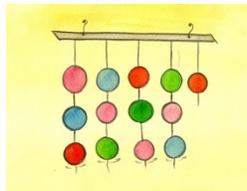
ཤོག་ཀྱི་ལག་ལེན་འཐབ་སྟེ་ཕྱི་ཚུལ་བཟོ་ནི།

སྐྱེས་ལོ་ ༠-༡



mobile

དཔུང་ཆས།སྐར་བཏུབ་མི་ཕྱི་ཚུལ།



colored paper(mobile)

ཚོན་ཁ་ཅན་གྱི་ཤོག་ཀྱི་དཔུང་ནི།



Paper cut out of different images

ཤོག་ཀྱི་བཏོག་སྟེ་བཟོ་ནམ་མ་འདུལ་བཟོ་སྟེ་དཔུང་ནི།

སྐྱེས་ལོ་ ༡-༡



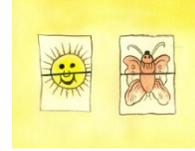
Tearing paper into pieces

ཤོག་ཀྱ་སྒྲིང་དེ་དྲ་བུམ་བཟོ་ནི།



Playing with wind fan

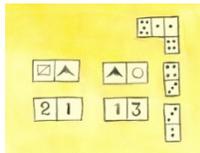
རྒྱང་འཁོར་ཚེད་ནི།



playing with two-piece puzzle

མགུ་འཐོམ་ཚེད་མོ་དྲ་བུམ་གཉིས་ཡོད་མི་བསྐྱིག་ནི།

སྐྱེས་ལོ་ ༡-༢



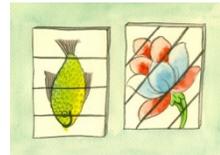
Dominoes

མཐུན་སྐྱིག་གི་ཚེད་མོ།



Making paper fan

ཤོག་ཀྱ་གི་རྒྱང་གཡལ་བཟོ་ནི།



playing with four to five-piece puzzle

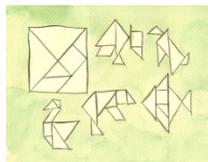
མགུ་འཐོམ་ཚེད་མོ་དྲ་བུམ་བཞི་དང་ལྔ་འབད་ཡོད་མི་བསྐྱིག་ནི།

སྐྱེས་ལོ་ ༢-༤



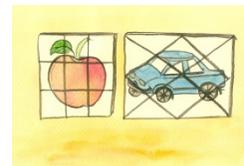
Making designs with paper

ཤོག་ཀྱ་གི་བཟོ་བཀོད་མ་འདྲམ་བཟོ་ནི།



Forming figures with paper

ཤོག་ཀྱ་གི་བཟོ་རྒྱུ་མ་འདྲམ་བཟོ་ནི།

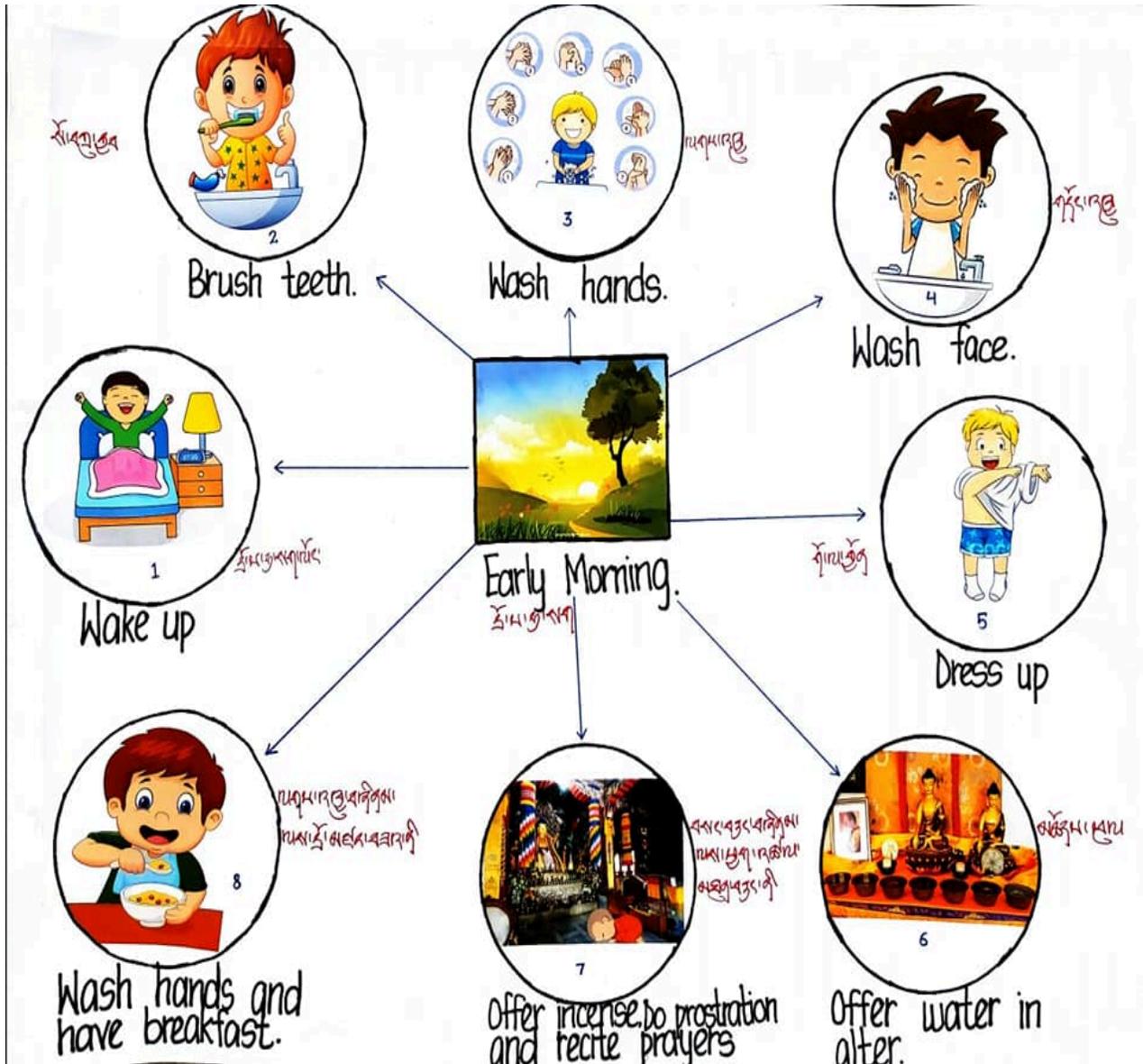


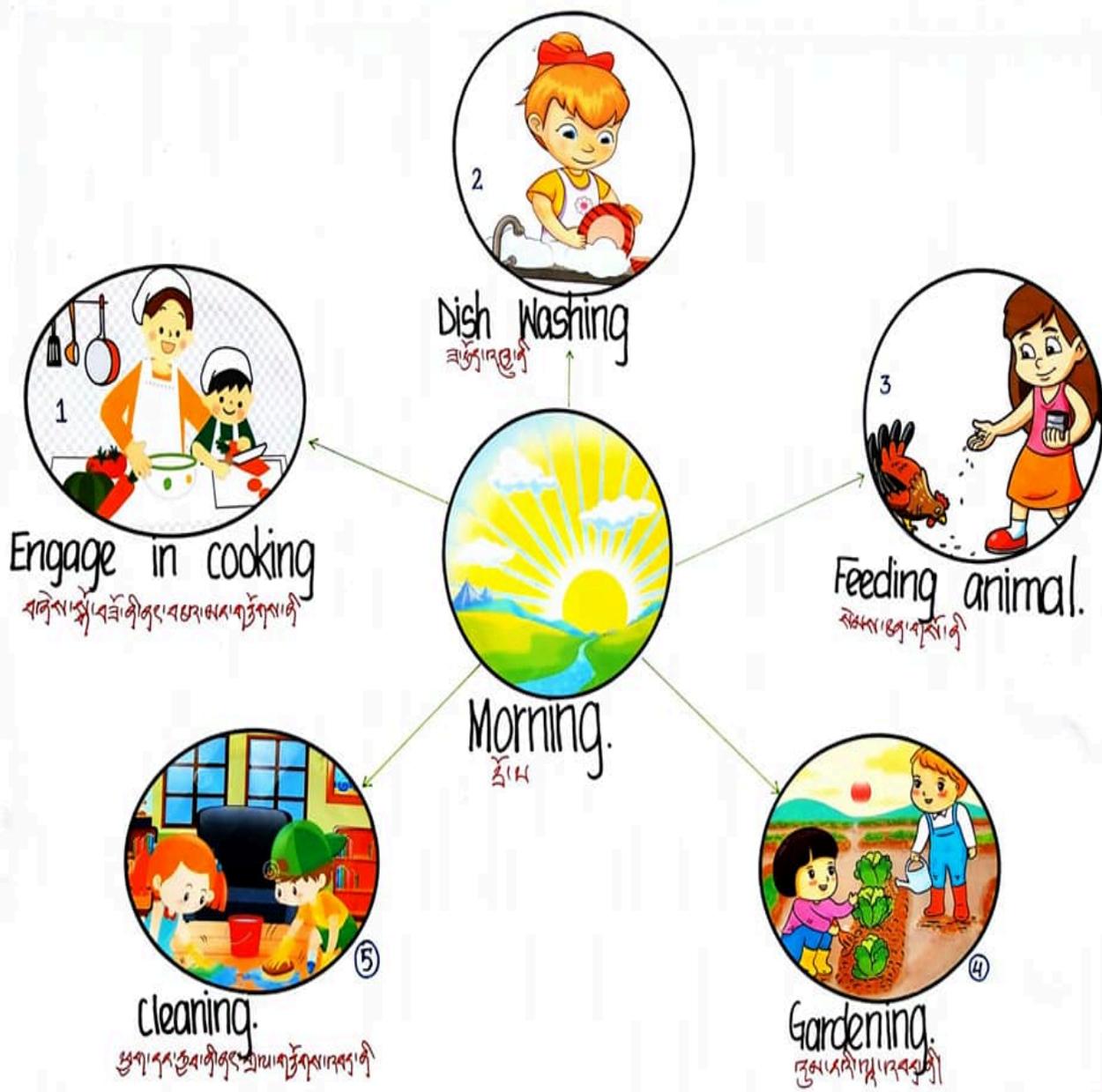
playing with six to nine-piece puzzle

མགུ་འཐོམ་ཚེད་མོ་དྲ་བུམ་དྲུག་དང་དགུ་ཡོད་མི་བསྐྱིག་ནི།

ANNEXURE E: PICTORIAL DAILY SCHEDULE

The pictorial daily schedule for home based intervention, which is adapted from the ECCD Centre Daily Schedule, is to be used by parents to help them organize and structure the daily activities and time of their children. This could also serve as a blueprint for the parents to plan their own time with children and monitor them at other times when children are engaged in self directed activities.







ଶ୍ରୀକାନ୍ତ ଶ୍ରୀକାନ୍ତ ଶ୍ରୀକାନ୍ତ-
ସିଦ୍ଧାନ୍ତାମ୍ଭାବନା

Outdoor Activities



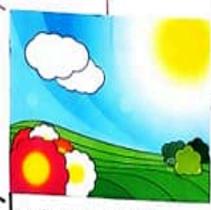
ଓପେନ ଶ୍ରୀକାନ୍ତାମ୍ଭାବନା

Maths Activities.

ସିଦ୍ଧାନ୍ତାମ୍ଭାବନା ଶ୍ରୀକାନ୍ତାମ୍ଭାବନା



Music and Movement



Afternoon. ସୁନ୍ଦରା



ସାନ୍ତାଳୀ ଶ୍ରୀକାନ୍ତାମ୍ଭାବନା

Art Activities.



ଶ୍ରୀକାନ୍ତାମ୍ଭାବନା

Literacy Activities

ସାନ୍ତାଳୀ ଶ୍ରୀକାନ୍ତାମ୍ଭାବନା



Focused play Activities.



Bed time.
ଶ୍ରମାଣୀ



Reading.
ଧ୍ୟାନପଢ଼ା



Night
ରାତି



Making bed.
ଶ୍ରମାଣୀ



Recite prayer
ଧ୍ୟାନପଢ଼ା



Bed time stories
ଧ୍ୟାନପଢ଼ା

2 ཀོ་ལི་ཏཱ་-༡༩ བ་མའི་བཟང་པོའི་ལམ་ཕྱོགས།

ངབཅས་པའི་ཨ་ལུ་དང་ ན་གཞོན་ཚུ་གིས་ སེམས་གནས་པ་མེད་པའི་འབད་བཞག་ཕྱོད་མ་དུ་ ལེགས་ཤོམ་གྱི་ཚེར་བ་བསྐྱེད་ཚུགས་ནི་ལུ་འག་ཅིག་ཨིན།
 དེ་འབད་ཅེས་ངབཅས་ཀྱིས་ཁོང་ལུ་དེས་འབད། དེས་བཅའ་ཟེར་སྐབ་ནི་ག་ལྟོགས་ཨིན། ཨིན་ཅུང་ ངབཅས་ཀྱིས་ཁོང་ལུ་བཟང་པོའི་སྐབ་ཕྱོད་ཚུ་འབད་ནི་དང་
 ཁོང་གིས་འབད་བའི་ལུ་ཚུ་ལུ་བསྐྱོད་པ་འུ་ཚུ་ག་ཅིན་ ཨ་ལུ་ཚུ་གིས་ ངབཅས་ཀྱིས་འབད་བཟང་སྐབ་མི་ལུ་ཉན་ནི་འོག་སྐབས་ཡོད།

ཨ་ལུ་འབད་བཞག་ག་དེ་སྐྱེ་དགོས་ཨིན་ན་ དེ་དང་ སྐྱེན་པའི་བཀོད་ཚུ་བྱིན་དགོ།

- 1 རྒྱུ་ལོ་ཨ་ལུ་ཚུ་ལུ་ག་ཅི་འབད་དགོས་ཨིན་ན་སྐབ་པའི་སྐབས་ལུ་ ཚུ་ལ་
དང་སྐྱེན་པའི་ཚོག་ལག་ལེན་འབབ་སྐྱེ་སྐབ་དགོ། དེ་ལོ་དང་ རྒྱུ་ལོ་གོ་
ལ་ག་ཉོད་ཉོད་བཀོད་དུག་ཟེར་མེན་པར་ དེ་འོག་ལུ་ གོ་ལ་ཚུ་ལེགས་
ཤོམ་སྐྱེ་བཞག་གནང་ཟེར་སྐབ་དགོ།

ག་དེ་སྐྱེ་སྐབ་ཨིན་ན་དེ་ལུ་རག་ལས།

- 2 ཨ་ལུ་ལུ་སྐྱེ་བའི་འདི་གིས་ རྒྱུ་ལོ་དང་ཨ་ལུ་གཉིས་ཆར་ལུ་སེམས་
སྐྱེག་བཀལ་ནི་དང་ཕྱིག་པ་ཟེར་བུག་ནི་འོག་ཅིག་ལས་བཟུལ་ཏེ་མིན། རྒྱུ་
ལོ་དང་ཨ་ལུ་འབོ་བའི་སྐབས་ལུ་ ཨ་ལུ་འོ་མེད་ཉོད་ཏེ་འབོ་དགོ། དེ་ལས་
ཕྱིག་པ་ཟེར་མེན་པར་རག་འཇམ་པའི་ཕྱིག་ལས་སྐབ་དགོ།

ཨ་ལུ་ཚུ་གིས་འབད་བཞག་ལེགས་ཤོམ་སྐྱེན་མ་དུ་ ཁོང་ལུ་ངལ་རང་གི་བསྐྱོད་པ་རྒྱབ་དགོ།

- 3 རྒྱུ་ལོ་དང་ཨ་ལུ་ཚུ་ག་ཅི་དང་ ལོ་ན་སྐྱིན་པའི་ཨ་ལུ་ཚུ་གིས་ འབད་ཡོད་
པའི་ལུ་འདི་ལུ་ བསྐྱོད་པ་རྒྱབ་དགོས་པའི་ལག་ཆེ། ཁོང་གིས་དགའ་
བའི་རྒྱུ་ལྟེང་འདི་ཕྱི་ཁར་མི་སྐྱེན་མ་འོང། ཨིན་ཅུང་ ཁོང་གི་སེམས་
ལར་ ཁོང་གིས་འབད་མི་འདི་ རྒྱུ་ལོ་ཤེས་པས་ རྒྱུ་ལོ་སེམས་
ལར་ཁོང་ལུ་ཚ་གྲུང་འདུག་ཟེར་བའི་ཚེར་སྐྱེན་ཚུ་གས།



ངོ་མ་འབད་བཟུག་ནི།

- 3 རྒྱུ་ལོ་སྐབ་མི་འདི་ རྒྱུ་ལོ་ཨ་ལུ་འདི་གིས་ འབད་ཚུགས་པམ་ག། ཨ་ལུ་ཅིག་གིས་ རྒྱུ་
ལོ་དང་སྐྱེན་པའི་ལས་ལ་རྒྱབ་པར་ ཉེན་མེད་ཅིག་ཕྱོད་མི་ཚུ་གས། ཨིན་ཅུང་ རྒྱུ་ལོ་སྐབ་པ་
ཅིན་ ལྷང་ས་ལུ་དེས་ཅིག་ལུ་མི་མི་སྐྱེ་ཉོད་འོང།

རྒྱུ་ལོ་ཨ་ལུ་ ལོ་ན་ཚོད་ལུག་དེ་ཡོད་ མི་ཚུ་ གཞན་དང་འབྲེལ་བ་འཐབ་ནི་ལུ་ ཕྱོགས་རམ་འབད་དགོས།

- 4 ལོ་ན་ཚོད་ལུག་པའི་བསྐྱེད་ཡོད་མི་ཨ་ལུ་ཚུ་ རང་གི་ཆ་རོགས་དང་ལ་སྐབ་
ནི་ལས་བཀག་ཆ་འབད་ནི་མི་འོང། རྒྱུ་ལོ་ཨ་ལུ་ལོ་ན་ཚོད་སྐྱེན་མི་ཚུ་ མི་
ལྷེ་བཟུང་དང་ གཞན་ བརན་ ཉེན་ལ་མེད་པའི་སྐྱོད་བཞག་ཕྱོག་ལས་
འབྲེལ་བ་འཐབ་ནི་ལུ་ ཕྱོགས་རམ་འབད་དགོ། འའདི་རྒྱུ་ལོ་སྐབ་པ་འབྲེལ་
གྱི་ཕྱོག་ལས་འབད་ཚུགས་མི་ཅིག་ཨིན།



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རྒྱ་གཞི་ཀོ་ལི་ཏེ་-༡༩༥༥། བྱ་སྤྱོད་དང་པའི་སྐོར་ལས་པ་མའི་སྤྱོད་བཞག།

ཨ་ཕུག་རགས་བྱ་སྤྱོད་དང་པའི་སྤྱོད་མེད། དེ་ཡང་ཨ་ཕུ་ཚུ་ལུ་སྤྱོད། ལྷོ་བསྐྱེད། འདྲི་ག་པའི་སྐབས་ ཡང་ན་ ཁོ་རའི་རང་དབང་གི་ཐོག་ལས་ལུ་བསྐྱེད་པའི་སྐབས་ རང་བཞིན་ འུགས་ཀྱི་བྱ་སྤྱོད་འདི་སྤྱོད་མེད། དེ་འདྲེས་མའི་བྱ་སྤྱོད་འདི་ལྷིས་ནང་སྤྱོད་པའི་སྐབས་ ད་བཅུས་ཡང་འཚལ་ལོ་བཅུས་བཟོ་བཅུངས་མེད།

བསྐྱེད་བཅོས་བཅུང་ནི།

- 1 ལྷོ་བསྐྱེད་པའི་ཨ་ཕུ་ཚུ་ལུ་སྤྱོད་པ་རང་པ་འདི་ཉ་གོ་ཞིན་མ་ལས་ རྒྱུ་ལུ་འདི་ཨ་ཕུ་ཚུ་ལུ་ དང་ཤེས་བཞིན་འདི་ བྱ་སྤྱོད་དང་པའི་སྤྱོད་མེད་ལོ་སྤྱོད་ལས་ལུ་ཁ་བསྐྱེད་བཅུང་དགོ།
- 2 བྱ་སྤྱོད་དང་པའི་འདོམ་བཅོས་བཅུང་ལས་ལས་བཞག་དགོ། ཨ་ཕུ་ཚུ་ལྷིག་ ལུ་དབང་མ་རལ་ཉེ་ག་ཅི་འབད་ནི་ཨིན་ན་མ་ཤེས་ལ་ཐམས་ཅད་ རྒྱུ་ལུ་ ཁོང་གི་རྒྱ་ཤེས་འདི་ བཞུན་སྤྱོད་བཟོ་ཉེ་ག་ཉོ་དང་བཟོ་དབྱ་མི་མི་ ཅིག་ལུ་ བསྐྱེད་བཅོས་འབད་གཏང་དགོ། དེ་ཡང་ན་ ཡོག་ཉི་ ཁང་འཚུ་གི་འཕྲི་ལྟོ་འབད་ག་ནི།

ཅང་ཅོ་སྤྱོད་ནི།

ཉེ་ལཱ་སྤྱོད་ཀྱི་དགོ་མཚན་ལེ་སྐབས་། རྒྱུ་ལུ་རྒྱ་ཚུ་ལུ་དེ་མ་ཅིག་ཉི་ ཅིག་ཅང་ཅོ་སྤྱོད། འགྲོམ་ཀྱིས་སྤྱོད་ ལུ་རྒྱ་ཚུ་ལུ་དེ་མ་ཅིག་ཉི་ ཁང་བཅུང་ཡི་རྒྱུ་ལེ་ལེ། དེ་ལས་ དུག་ལས་སྤྱོད་ཅི་ཅི་སྤྱོད་ ལན་སྤྱོད་ནི་ཉི་ཉི་སྤྱོད། ལས་ལ་ལས་བཅུས་མི་ཚུ་གིས་ གཞུང་ཤེས་དེ་གིས་ ལེ་ཤ་ལཱ་ལས་ཟེར་སྤྱོད་ནི་འདུག།

བཞུན་སྤྱོད་ལག་ལེན་འཐབ་

ཨ་ཕུ་ཚུ་གིས་ག་ཅི་འབད་ཅིག་དེ་ལུ་བཞུན་སྤྱོད་མི་འདི་གིས་ཨ་ཕུ་ ཤེས་བྱ་བྱིན་མེད། དེ་གིས་བཞག་འཛིན་འབད་ཚུགས་པའི་སྤྱོད་འདི་ རྒྱུ་ལུ་ཨིན། དེ་འབད་མ་ལས་ གཞུང་ཤེས་དེ་ ཨ་ཕུ་རྒྱུ་ལུ་ རྒྱ་དུ་བཞུན་པའི་ལེ་ཤ་གིས་ལུ་ལེ་ལེ།

ལག་ལེན་འཐབ་ ལྷོ་བསྐྱེད་པའི་ བསྐྱེད་བཅུང་

- 1 ལེགས་ཤོས་ཚུ་ལེ་འབད་མཚན་ བསྐྱེད་བཅུང་ལེ་དང་ དེ་བཅུས་སྤྱོད་པའི་ མཉམ་ཉེ་ བསྐྱེད་བཅུང་ལེ་འདི་གིས་ བྱ་སྤྱོད་དང་པའི་སྤྱོད་ལུ་ རྒྱུ་ལུ་ལེ་ལེ།
- 2 རྒྱུ་ལུ་འདི་ཨ་ཕུ་དང་ལོ་ན་མ་སྤྱོད་པའི་ཉེ་ག་ཉོ་ལུ་ ལུ་དང་འགན་ཁུངས་ ལས་ཚུ་བྱིན་དགོ། དེ་ཡང་ ཁོང་ཚུ་གིས་འབད་ཚུགས་པའི་ལུ་དང་འགན་ཁུངས་ ལུ་ ལྷོ་བསྐྱེད་པའི་ ཁོང་གིས་འབད་ཚུ་བའི་བུམ་ལུ་ བསྐྱེད་བཅུང་ལུ་ བྱིན་དགོ།

- 1 ཨ་ཕུ་ཚུ་ལུ་ ཞ་དང་ཞོར་ལ་སྤྱོད་བཅུང་ལེ་ལེ་སྐབས་ རྒྱུ་ལུ་འདི་ ཨ་ཕུ་ཚུ་ལུ་ རྒྱུ་ལུ་འདི་སྤྱོད་དང་པའི་སྤྱོད་ལུ་ཉེ་ག་ཉོ་ ཞུ་དགོ། ཞུ་དང་ཞོར་ལ་ རྒྱིག་བཅུང་ལེ་ལེ་ལེ་ ཞུ་དང་ཉོ་ག་ཉོ་ མེ་ རྒྱུ་ལུ་འབད་བཞུན་བསྐྱེད་དགོ།
- 2 ཞོར་སྤྱོད་མོག་ནི་ཨིན་མི་འདི་ལས་ལེན་ཚུགས་པའི་སྤྱོད་བཅུང་ དེ་ དེ་ཡང་ན་ ཨ་ཕུ་ཚུ་གིས་སྤྱོད་བཅུང་ལུ་ལུ་ལུ་ག་ཅི་ སྤྱོད་པའི་བཞག་ནི་འདི་ལུ་བཞག་ཨིན། དེ་འབད་མཚན་ ཉིན་ག་ཅིག་གི་ དོན་ལས་ སྤྱོད་པའི་བཞག་ནི་འདི་དོན་དང་ལུ་ནམས་སྤྱོད་པའི་སྤྱོད་ལེ།
- 3 ཞོར་སྤྱོད་འདི་མཉམ་བཅུང་བཅུང་ཞིན་མ་ལས་ རྒྱུ་ལུ་འདི་ཨ་ཕུ་ལུ་ག་ཅི་ འབད་རུང་ལེགས་ཤོས་ཅིག་འབད་ནི་ལོ་སྤྱོད་ལུ་ བྱིན་དགོ་དང་ ཁོང་ གིས་ལེགས་ཤོས་འདི་འབད་བའི་སྤྱོད་ལུ་ བསྐྱེད་བཅུང་ལུ་ བྱིན་དགོ།



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