



**THRIVE
BY FIVE**

TRAINERS MANUAL

FOR TOT'S TO TRAIN EDUCATORS, HEALTH
PROFESSIONALS AND COMMUNITY MEMBERS



ACKNOWLEDGMENT

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IRC hope this handbook/manual will continue to be a valuable resource in these efforts.

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Disclaimer

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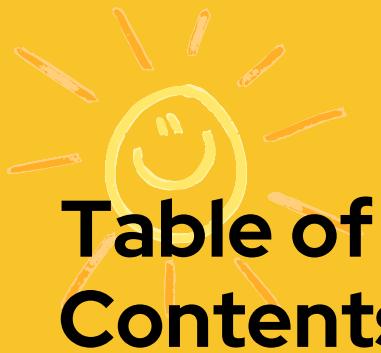


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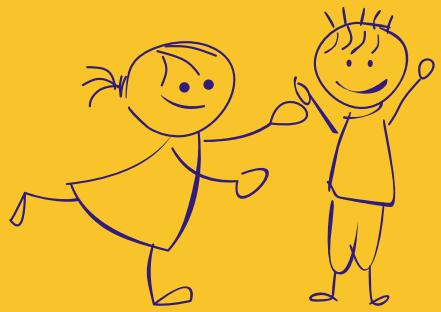
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Introduction

Introduction

Welcome to the Thrive by Five Training of Trainers (TOT) Manual!

This resource is designed to equip trainers with the necessary knowledge, skills, and tools to effectively train educators, health professionals, caregivers and community members on the Thrive by Five. Thrive by Five is a comprehensive early childhood development (ECD) program that seeks to support the holistic development of children from birth to five years old in the Tigray region.

This manual is divided into three main parts:

Part 1: Information for the Trainer

Part 2: Thrive by Five Training Sessions

This section provides an overview of the Thrive by Five program, including its core principles, approaches, and the importance of the program in the Tigray context. It also covers the various tools and resources available, such as Thrive by Five Content, Trainers' Manual, and Thrive by Five Bank. Additionally, it covers the key aspects of delivering the Thrive by Five training, including training techniques and preparation.

This part of the manual outlines the training sessions for each of the five Thrive by Five domains: Connect, Talk, Community, Healthy Home, and Play. For each domain, the manual provides the training objectives, a proposed training agenda, and detailed session plans for the recommended activities.

Part 3: Resources

The final part of the manual includes various resources to support the Thrive by Five training, such as a proposed training agenda, a list of materials required, the Thrive by Five Trainee Handbook, and answer keys for the post-test.



Thrive by Five is a crucial component of the holistic approach to supporting children's well-being and learning in the Tigray region. By equipping trainers with this comprehensive TOT manual, the International Rescue Committee (IRC) seek to empower caregivers and community members to create nurturing environments that foster the healthy development of young children.

Part 1: Information for the Trainer

The first part of the Thrive by Five Trainer's Manual is dedicated to equipping you, the trainer, with essential information to comprehend the program's core principles and approaches and to effectively train facilitators on delivering the training. This section is structured into three key components:

Background Information – This section offers insights into the overview of Thrive by Five, including its core principles and approaches. It sheds light on the significance of the program within the context of Tigray, emphasizing its role in supporting the holistic development of children.

Understanding the Tools – Here, you will find detailed information about the Thrive by Five Content, Trainer's Manual, and Bank. This section seeks to familiarize you with the resources available to support the delivery of the training effectively.

Delivering the Thrive by Five Training – This section focuses on providing you with practical guidance on training techniques, preparation procedures, and how to ensure the successful delivery of the Thrive by Five program with fidelity.



1. Background Information

Thrive by Five is a comprehensive early childhood development program designed to support the holistic development of children from birth to five years old. It encompasses a range of activities and interventions sought at nurturing children's physical, cognitive, social, and emotional well-being during their formative years. The program is grounded in the belief that investing in early childhood development is crucial for laying a strong foundation for a child's future success and well-being. Developed by the Minderoo Foundation in collaboration with the University of Sydney, the initiative has been adapted and implemented by the university in partnership with the project owner, ensuring its alignment with academic research and community needs.

1.1. Overview of Thrive by Five

Thrive by Five program is a comprehensive early childhood development initiative that focuses on nurturing children's growth and well-being from birth to five years old. This program is structured around five key domains: Connect, Talk, Community, Healthy Home, and Play, each addressing different aspects of a child's development.

Connect: This domain emphasizes building strong relationships and connections within the family and community. By fostering positive interactions and supportive relationships, children develop a sense of security and belonging, crucial for their emotional and social development.



Talk: Communication skills are vital for a child's cognitive and social development. The Talk domain focuses on enhancing language abilities, promoting effective communication, and encouraging verbal expression, which are essential for healthy social interactions and cognitive growth.

Community: Engaging with the community is integral to a child's holistic development. The Community domain promotes community participation, cultural awareness, and social integration, involving caregivers and community members in the child's upbringing to create a supportive and inclusive environment.

Healthy Home: A safe and nurturing home environment is fundamental for a child's well-being. The Healthy Home domain emphasizes health and safety practices within the household, such as nutrition, hygiene, and childproofing, ensuring children grow up in a secure and healthy setting.

Play: Play is a key component of childhood that fosters creativity, imagination, and cognitive skills. The Play domain focuses on play-based learning, offering children opportunities for exploration, experimentation, and skill development through playful activities, enhancing their cognitive abilities and social interactions.



1.2. Core Principles and Approaches

Thrive by Five is grounded in a set of core principles and approaches that guide its design and implementation. These principles are essential in ensuring the program's effectiveness and alignment with the needs and cultural contexts of the communities it serves.

Child-Centered Approach

At the heart of Thrive by Five is a deep commitment to placing the child at the center of all interventions and activities. The program recognizes that each child is unique, with their own developmental needs, interests, and abilities. By adopting a child-centered approach, the Thrive by Five content and activities are tailored to engage children in meaningful and age-appropriate ways, fostering their holistic growth and well-being.

Participatory Learning

It embraces a participatory learning model, encouraging active involvement from caregivers, families, and communities. This approach recognizes that children thrive when they are immersed in a supportive environment where they can explore, discover, and learn through hands-on experiences. By engaging caregivers and communities as partners in the learning process, the program aims to create a sense of ownership and investment in the child's development.

Cultural Sensitivity

Acknowledging the diverse cultural contexts in which the program is implemented, Thrive by Five places a strong emphasis on cultural sensitivity. The content, activities, and approaches are designed to be responsive to the local customs, traditions, and beliefs of the target communities. This ensures that the program is relevant, meaningful, and respectful of the cultural identity of the children and their families.



Caregiver and Community Involvement

Thrive by Five recognizes the vital role that caregivers and the broader community play in supporting a child's development. The program actively involves parents, extended family members, and community leaders in the delivery of the activities and the promotion of positive caregiving practices. By fostering this collective approach, the program seeks to create a nurturing and supportive environment that extends beyond the individual household.

Holistic Development

Thrive by Five adopts a holistic approach to early childhood development, addressing the interconnected domains of cognitive, emotional, physical, and linguistic growth. This comprehensive framework ensures that children receive well-rounded support that caters to their diverse developmental needs, enabling them to thrive in all aspects of their lives.



1.3. Importance of the Program in the Tigray Context

The Tigray region has faced significant challenges in recent years, including conflict, displacement, and limited access to resources.¹ In this context, Thrive by Five plays a vital role in providing young children with the support and opportunities they need to develop and thrive.

Addressing Immediate Need

Children in Tigray who have been affected by conflict and displacement often face unique challenges of disruption to their routines, limited access to basic services, and increased exposure to traumatic experiences.² Thrive by Five seeks to address these immediate needs by creating a sense of stability, safety, and nurturing care for young children from the age of 0-5. Through its comprehensive approach to early childhood development, the program ensures that children receive the physical, cognitive, and socio-emotional support they require during these critical formative years.

Building a Foundation for Resilience

Beyond addressing immediate needs, the Thrive by Five also contributes to building a strong foundation for the future well-being and resilience of children in Tigray. By providing children with opportunities to develop essential skills of communication, problem-solving, and emotional regulation, the program equips them with the tools they need to navigate the challenges they may face as they grow older. This investment in early childhood development not only benefits the individual child but also strengthens the overall resilience of the community, enabling children to overcome adversity and thrive.

¹ <https://www.refugeesinternational.org/reports-briefs/scars-of-war-and-deprivation-an-urgent-call-to-reverse-tigrays-humanitarian-crisis/>

² <https://www.refugeesinternational.org/reports-briefs/scars-of-war-and-deprivation-an-urgent-call-to-reverse-tigrays-humanitarian-crisis/>



Fostering Holistic Development

In the context of Tigray, where resources and access to services may be limited, Thrive by Five offers a comprehensive approach to early childhood development. By addressing the interconnected areas of cognitive, social, emotional, physical, and linguistic growth, the program ensures that children receive well-rounded support that caters to their diverse needs. This holistic approach is particularly crucial in Tigray, where children have limited access to specialized services and interventions, and Thrive by Five will serve as a vital resource for their overall development and well-being.

Through implementing Thrive by Five in Tigray, IRC not only addresses the immediate needs of young children but also lays the foundation for their long-term resilience and success. This comprehensive approach to early childhood development is a crucial investment in the future of the Tigray region, empowering children to overcome adversity and thrive despite the challenging circumstances they face.



2. UNDERSTANDING THE TOOLS

2.1. THRIVE BY FIVE CONTENT

Thrive by Five content is a comprehensive, evidence-based resource that empowers parents, caregivers, and communities to support the holistic development of children during the first five critical years of life. Developed through a rigorous research and co-design process in partnership with the University of Sydney's Brain and Mind Centre, Thrive by Five content is grounded in the latest scientific findings from the fields of neuroscience, psychology, and early childhood development.

The content covers five key areas that are essential for a child's healthy growth and wellbeing: cognitive development, social and emotional development, health and nutrition, identity and culture, and language and communication. It is divided into two complementary components - "The Why" and "Caregiving Activities." with domains of Connect, Talk, Community, Healthy Home, and Play.

"The Why" section provides scientific rationale and research-backed explanations for why each domain is crucial for a child's overall development. This empowers caregivers with the knowledge to understand the importance of nurturing these areas.

The "Caregiving Activities" component then offers a wealth of practical, culturally-relevant ideas and suggestions for how parents, extended family, and the broader community can engage children in playful, developmentally-appropriate ways to support their growth. These activities draw inspiration from local traditions, games, stories, songs, and customs to ensure the content is relatable and meaningful for diverse contexts.

Guided by core principles of being empowering, accessible, non-commercial, and firmly evidence-based, Thrive by Five content is designed to be easily adapted and localized. This allows the materials to be effortlessly integrated into existing programs and tailored to the unique needs and cultural preferences of communities around the world.



2.2. THRIVE BY FIVE TRAINER'S MANUAL

Training Session Summary

Thrive by Five Trainer's Manual is a comprehensive guide that equips educators, health professionals and community member trainers with the knowledge and skills to effectively deliver Thrive by Five within their local communities. Developed in tandem with the core Thrive by Five content, this resource provides detailed instructions and recommendations on how to structure and facilitate engaging training sessions.

Key Components:

Training Techniques

This section outlines a variety of adult learning methodologies and interactive facilitation approaches that can be employed during Thrive by Five trainings. It emphasizes the importance of creating a participatory, learner-centered environment that encourages active engagement, discussion, and hands-on activities. Techniques of group discussions, role-plays, multimedia presentations, and practical demonstrations are highlighted as effective ways to enhance knowledge retention and skills application.

Training Session Structures

The manual provides training session plans and agendas covering the five key domains of the Thrive by Five: Connect, Talk, Community, Healthy Home, and Play with three caregiving activities per domain. Each session outline details about the learning objectives, training activities, recommended resources, and facilitation guidance to ensure trainers deliver a comprehensive, interactive learning experience for participants.



Steps to Follow

Welcome

The Thrive by Five Trainer's Manual should be introduced to participants, highlighting its role in equipping facilitators with the necessary knowledge and skills to deliver high-quality Thrive by Five trainings. Participants should be encouraged to actively engage with the manual and utilize the resources provided.

Present

Facilitators should thoroughly familiarize themselves with the key components of the Trainer's Manual, such as the training techniques, preparation guidance, and session structures. This will ensure they are equipped to deliver the training sessions in an interactive and effective manner.

Apply

During the Thrive by Five training sessions, facilitators should model the use of the Trainer's Manual and encourage participants to reference the resources provided. This will help build the capacity of trainees to independently utilize the manual when delivering the Thrive by Five training in their communities.

Facilitators should provide opportunities for participants to apply their understanding of the Thrive by Five Trainer's Manual, including role-playing training session delivery and developing contextualized session plans. This will reinforce their skills and confidence in effectively using the manual to support the implementation of Thrive by Five.



2.3. THRIVE BY FIVE BANK: CULTURALLY-ALIGNED RESOURCES

The Thrive by Five Bank provides a rich collection of culturally-relevant songs, plays, and exercises to engage children and caregivers during the training sessions and caregiver activities. These resources are designed to engage children and caregivers in joyful, interactive activities that promote learning and development across the five Thrive by Five domains: Connect, Talk, Community, Healthy Home, and Play.

The Thrive by Five Bank enables facilitators to conduct training sessions that incorporate a diverse array of traditional lullabies, folktales, and movement games that are familiar and meaningful to the local community. Each game, song, or exercise is listed with the corresponding Thrive by Five domain and caregiver activity, allowing trainees to easily identify and utilize these resources to engage in practical, hands-on sessions during the training.

For example, under the "Talk" domain, the Bank include a traditional lullaby with the following details:

Objective: To encourage caregivers to engage in back-and-forth communication with their children through singing, supporting early language development.

Duration: 10 minutes

Instruction: Facilitators guide caregivers to sing the lullaby while gently rocking or swaying with their children, promoting bonding and early language development.



3. DELIVERING THRIVE BY FIVE TRAINING

3.1. TRAINING TECHNIQUES

Thrive by Five Training uses the following techniques to deliver the training, using an active, participatory approach:

Assessment (during group/pair work)

During group or pair work activities, facilitators should walk around the room and listen to the discussions to ensure trainees are focused and have a clear understanding of the task. If a group is having difficulties, the facilitator should clarify the directions and purpose of the task or ask additional questions to help start meaningful conversations. When providing feedback, it should be clear, concise, and constructive.

Using a flipchart/blackboard

Facilitators should use the flipchart or blackboard as needed to highlight key points during the training sessions. This visual aid can help reinforce important information and concepts.

Brainstorming

Brainstorming sessions allow trainees to generate as many answers or ideas as possible in response to a clear question or issue. These can take place during whole group discussions, group work, or pair work. Trainees should share ideas out loud without interruption or criticism, and all ideas should be accepted. The facilitator should summarize all responses at the end.



Notice Board

If trainees raise important questions or new topics that require further discussion, the facilitator can write them on a "Parking LOT" flipchart to save for later, if the current exercise does not pertain to the topic or there is not enough time to discuss it immediately.

Group Work

Group work activities provide an opportunity for all trainees to participate, which may not always be the case in large whole group settings. Facilitators should give clear instructions, involve all group members, assign roles, and promote collaboration rather than competition.

Pair Work/Turn and Talk

In a "turn and talk" activity, trainees discuss a question or complete a handout with the person sitting next to them. To promote active listening, the facilitator can have each person report back to the whole group on what their partner said.

Role Play

Role plays can be used to identify best practices, discourage harmful actions, prompt recollection of past experiences, and foster empathy. In the Thrive by Five Trainer's Manual, role plays are often conducted in small groups to ensure everyone has a chance to participate as an actor.

Energizers

Energizers are interactive activities that encourage physical movement, laughter, and fun, while also reinforcing learning. Facilitators can ask for a volunteer to prepare and lead an energizer for the following training session.



3.2. Preparation for Thrive by Five Training

1. Facilitator Preparation

Before the start of Thrive by Five training, facilitators should thoroughly review the training materials and ensure they have a solid understanding of the content and objectives. This includes:

Reviewing Thrive by Five Trainer's Manual

Facilitators should carefully read through the Trainer's Manual, familiarizing themselves with the structure, activities, and key messages (why) of the training program.

Practicing Facilitation Techniques

Facilitators should practice utilizing the various facilitation techniques outlined in the manual, including group discussions, brainstorming, role plays, and energizers. This will help them feel confident in their ability to engage the trainees effectively. Use Resource 2: Materials required for Thrive by Five Training ,under Part 3: Resources, for this purpose.

Preparing Training Materials

Facilitators should ensure they have all necessary materials ready for the training, including flipcharts, markers, handouts, and any required props or equipment. They should also test any audiovisual aids to ensure they are functioning properly.

Customizing Content for the Local Context

Where appropriate, facilitators should adapt the training content to be culturally relevant and responsive to the local context. This involves incorporating local examples, traditional songs or stories, and ensuring the materials are linguistically appropriate. Use Thrive by Five Bank , for this purpose.



2. Participant Preparation

Facilitators should also take steps to prepare the training participants for Thrive by Five, including:

Participant Recruitment and Selection

Facilitators should work with local community leaders and organizations to identify and recruit the most suitable participants for the training, based on the program's target audience and objectives.

Participant Orientation

Prior to the training, facilitators should provide participants with an overview of Thrive by Five , its objectives, and the expected outcomes of the training. This will help set clear expectations and ensure participants are engaged and motivated.

3. Logistical Arrangements

Facilitators should make necessary logistical arrangements for securing an appropriate training venue and arranging for transportation if needed, and ensuring the training schedule is communicated to all participants.

Through thoroughly preparing both the facilitators and the participants, Thrive by Five training will be more effective, engaging, and impactful for all involved.





Connect

Part 2

Thrive by Five Training Session – Connect

Training Objectives

Upon completing the Thrive by Five Training sessions focused on the Connect domain, trainees will be able to:

- Understand the importance of responsive caregiving and effective communication strategies to support infant and toddler development.
- Recognize and appropriately respond to different infant cues and crying patterns to foster emotional security and trust.
- Implement bonding activities, including breastfeeding, that promote positive caregiver-child relationships and social-emotional development.
- Create inclusive environments that celebrate diversity and help children feel a strong sense of belonging.

Proposed Training Agenda for Connect Domain

The sessions marked as 'Required' must be delivered in their entirety, and the 'Recommended' sessions can be omitted entirely or modified for time and content.

Priority	Session	Duration
Required	Welcome and setting expectations	5 minutes
Required	Co-creating rules	10 minutes
Required	Thrive by Five and session composition	15 minutes
Required	Pre-test	10 minutes
Thrive by Five Training Session – Connect Session Title: Activity 120 - Crying to communicate		
Required	Why does my child cry?	15 minutes
Required	Recognizing Infant Cries	30 minutes
Required	Soothing Techniques	30 minutes
Optional	Caregiver Support Strategies	20 minutes
Required	Wrap-up and Reflection	10 minutes
Break 20 minutes		

Session Title: Activity 11 - Breastfeeding bonding time

Priority	Session	Duration
Required	Introduction to Breastfeeding bonding	10 minutes
Required	Importance of breastfeeding for bonding and social development	15 minutes
Required	Bonding Strategies	30 minutes
Optional	Involving Family Members	15 minutes
Required	Wrap-up and Reflection	10 minutes

Break _ 90 Minutes

Session Title: Activity 112 - Celebrating diversity

Required	Introduction to Celebrating Diversity	10 minutes
Required	Diverse children and inclusive scenarios	30 minutes
Optional	Role of adults in modeling inclusive behavior	15 minutes
Required	Key takeaways and reflection	10 minutes

Break 15 minutes

Part 2: Thrive by Five Training Session – Connect

Session Title: Activity 120 - Crying to communicate

Training Session Summary

Duration : 1 hr.

Tagline

Why does my child cry?

Age Range

0-5 Years



The Why (Key Message)

All babies cry, it is a normal part of development. Crying is one-way babies communicate their needs (e.g. hunger, tiredness, pain). They learn how to communicate by seeing how you respond to their cries. At first, it can be hard to understand what your crying baby needs.

Learning Objectives

- Participants will understand the reasons why infants cry and the importance of responding to their cues.
- Participants will practice techniques for soothing and calming a crying infant.
- Participants will design strategies to support caregivers in recognizing and responding to infant cries.



Sensitivity Note

- Some participants may have personal experiences with infant care that could be emotionally challenging. Be mindful of this and provide a supportive and non-judgmental environment.
- Encourage participants to seek additional support if they feel overwhelmed or triggered during the session.



Resources Required

- Trainee manual with the information from the "Activity 120 - Crying to communicate" section
- Audio/video clips of different infant cries (e.g., hungry, tired, distressed)
- Soft blankets, toys, or other comfort items

Preparation Required

- Gather the necessary materials, including audio/video clips of infant cries.
- Review the session content and prepare any additional facilitation notes or resources.
- Ensure the training space is comfortable and conducive to the planned activities.

Training Session Overview



The training session begins with the trainer introducing the key objectives and emphasizing the importance of understanding and responding to infant cries, as crying is a normal part of a baby's development and a way for them to communicate their needs.

The participants then engage in interactive activities to build their skills, including recognizing different types of infant cries, practicing soothing techniques, and designing strategies to support caregivers in this area. The session concludes with a discussion of the key learnings, equipping the participants with a deeper understanding and practical skills to support themselves and the trainees they train.



Steps to follow

Welcome

Activity: Welcome and setting expectations	Time: 5 minutes
Arrangement: Whole group	

1. Welcome participants to the training
2. Give each trainee a copy of the Thrive by Five Trainee 's manual
3. **SAY** > In the next 2 days, you will learn a new approach Thrive by Five to enhance the holistic early childhood development and well-being of conflict and crisis-affected young children through capacitating, family members and community influencers.
4. Present the objectives of the training to the trainees. Trainees can follow along by reading page 7 of the Thrive by Five Trainee 's manual.

NOTE FOR THE TRAINER > *Ensure that the flipchart with the objectives written clearly is mounted on the wall or displayed in the training room so that all trainees can easily read it.*



Objectives of Thrive by Five Training

- **Equip the trainers (ToT participants) with the knowledge, skills, and confidence to effectively deliver the Thrive by Five content and activities to the target trainees in Tigray.**
- **Support the capacity building of caregivers, Health Extension Workers, and ECCD facilitators in promoting early childhood development and responsive caregiving.**



Co-creating rules

Activity: Co-creating rules

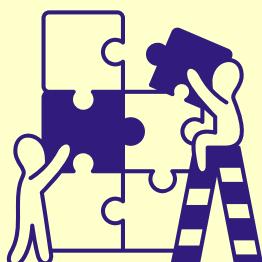
Arrangement: Whole group

Time: 5 minutes

1. Explain that over the next few days we will be spending a lot of time together, getting to know one another very well and learning about sensitive topics. In order to get the most out of the training, the training space needs to be a 'safe space'.

2. **ASK** > *What do you think a 'safe space' means?*

3. **SAY** > A 'safe space' is a place where all trainees are welcome to come and express themselves comfortably, without fear of judgment, exclusion, harassment or violence. To ensure that this is a safe space, we must create a set of rules which all of us should follow.



4. Share an example of how the first rule could be confidentiality, where we agree to not share anything discussed in this safe space with anyone outside the group – not even close family and friends.

5. Have trainees share rules that they want included as the rules for the training. Have a trainee write them on the flipchart.

6. The following rules are important to include so, if they are not mentioned by trainees, elicit them through questions or share them as more examples:

- Respect each other's opinions and experiences.
- Leave all biases outside the safe space.
- Listen to one another.
- Participate fully

7. Have all trainees agree to the set of rules.

8. Point to the Notice Board flipchart paper posted on the wall.



9. SAY >

- *When we are learning together, questions or concerns may come up that we don't have time to discuss immediately. That's why we have a Parking Lot. The Parking Lot is the paper posted on the wall there.*
- *At any point during our training, you can ask a question or state a concern that I might put on the Notice Board. That way, we can stay on task during our session and will be sure to review what you have written at the end of the day or later in the training.*

- **NOTE FOR THE TRAINER >** **At any point during the session, if there are questions or concerns or clarifications that cannot be addressed during the current session (because there is not enough time, you need more information, or it is not related to the topic of the session), tell trainees that it will be addressed later in the training and write it down on the Parking Lot flipchart paper. Remember to address everything on the Notice Board before the end of the training**



Present

Activity: Why does my child cry?

Arrangement: Whole group

Time: 10 minutes

1. **ASK** > *Why does my child cry?*
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Invite trainees to turn to a partner and discuss for 5 minutes.
4. Ask participants to turn in to page 11 of the Trainee's Handbook and follow along.
5. **SAY** > All babies cry, it is a normal part of development. Crying is one-way babies communicate their needs (e.g., hunger, tiredness, pain). They learn how to communicate by seeing how you respond to their cries. At first, it can be hard to understand what your crying baby needs. Over time, parents will recognize the meaning behind different cries (e.g., 'hungry cry', 'tired cry'). As they grow older, they may cry to deal with new and difficult emotions.
6. Present the objectives of the session to trainees:

By the end of this session trainees will be able to:

- **Understand the reasons why infants cry and the importance of responding to their cues.**
- **Practice techniques for soothing and calming a crying infant.**
- **Design strategies to support caregivers in recognizing and responding to infant cries.**



Activity: Recognizing Infant Cries**Arrangement: Whole group, Small Group****Time: 10 minutes**

1. **PLAY** > audio clips of different infant cries.
2. Divide participants into small groups and ask them to discuss the possible reasons for each cry.
3. Give the groups 5 minutes to discuss
4. Invite the groups to share their observations and insights with the larger group.

5. Ask participants to turn in to page 11 of the Trainee's Handbook and follow along.
6. **SAY** > Infants use cries as their primary form of communication in the early months of life. Responding promptly and sensitively to infant cries helps to build trust, reinforces the infant's ability to communicate their needs, and supports the development of healthy attachment and emotional regulation skills. When caregivers consistently respond to infant distress signals, infants learn that their needs will be met, which fosters a sense of security and lays the groundwork for positive social-emotional development.



Apply

Activity: Soothing Techniques

Time: 10 minutes

Arrangement: Whole group, Role Play

1. **ASK** > *What soothing techniques are there in the community?*
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 11 of the Trainee's Handbook and follow along.
4. Demonstrate various soothing techniques :Feeding, letting them rest, or changing a dirty diaper, cuddling, swaddling, rocking, singing, or going for a walk
5. Invite 3 participants to role play a selected techniques with a partner or a comfort item.
6. **SAY** > *Responding promptly and using effective calming techniques when an infant is crying or distressed offers numerous benefits. First, it helps to soothe the infant's emotional state, reducing feelings of fear, frustration, or discomfort. This allows the infant to regain a sense of safety and security, which is crucial for fostering healthy attachment and emotional regulation skills. Additionally, the act of the caregiver attuning to the infant's needs and providing comfort communicates to the child that their signals are being heard and understood. This reinforces the infant's ability to communicate effectively, supporting the development of stronger language and social skills over time.*



Activity: Caregiver Support Strategies
Arrangement: Small group

Time: 10 minutes



1. Divide participants into small groups.
2. **ASK** > *Each group to turn in to page 13 of the Trainee's Handbook and refer the "Activity Pop Up Carousel 2" section.*

ASK > The groups design strategies to support caregivers in recognizing and responding to infant cries.

Invite the groups to present their strategies to the larger group.

SAY > *Strategies could involve visual guides illustrating different cry types and soothing techniques, hands-on training sessions for practicing calming methods, local caregiver mentorship networks, community support groups, and educational sessions explaining normal crying patterns and caregiver stress management.*

Activity: Wrap-up and Reflection
Arrangement: Small group

Time: 5 minutes

1. Facilitate a group discussion on the key learnings and takeaways from the session.
2. Encourage participants to share their thoughts on how they can implement these strategies in their work with infants and their families as well as communities.
3. Encourage participants to utilize the bank



Session Title: Activity 11- Breastfeeding Bonding Time

Training Session Summary

Duration: 50 minutes

Tagline

Learn about the long-lasting effects of breastfeeding.

Age Range

0-2 years



The Why (Key Message)

Breastfeeding time is important for bonding and social development. During breastfeeding, mother and child release a special “social hormone” (oxytocin) which helps babies develop strong bonds with others. While breastfeeding, babies learn social cues like eye gaze, facial expression, tone of voice, and physical touch. Other family (eg, siblings) can also benefit by bonding during breastfeeding.

Learning Objectives

- Participants will understand the importance of breastfeeding for bonding and social-emotional development.
- Participants will learn strategies to promote bonding and social interaction during breastfeeding.
- Participants will recognize the benefits of involving other family members in the breastfeeding experience.



Sensitivity Note

- Recognize and respect diverse cultural beliefs and traditions related to breastfeeding.
- Avoid making assumptions and be prepared to provide a non-judgmental, supportive environment for participants with challenging breastfeeding experiences.
- Treat participants who are unable or choose not to breastfeed with equal respect and sensitivity.
- Be prepared to handle discussions around breastfeeding and bonding sensitively, as they may trigger memories or emotions related to past trauma.
- Create an inclusive environment free from judgment or bias towards breastfeeding practices.

Resources Required

- Trainee handbook with the information from the "Activity 11 - Breastfeeding bonding time" section
- Optional participant materials (e.g. Visual aids) on breastfeeding and bonding strategies

Preparation Required

- Thoroughly understand the topic and be able to provide relevant examples.
- Arrange the training space to encourage discussion and interaction.
- Plan the small group activity, including any necessary materials.
- Allocate sufficient time for each section of the training session.
- Be prepared to manage the session's pace and ensure all learning objectives are addressed.



Training Session Overview

The training session on "Activity 11 - Breastfeeding bonding time" begins with an introduction to the objective of learning about the long-lasting effects of breastfeeding on bonding and social-emotional development. The facilitator then leads a group discussion on the importance of breastfeeding for promoting the release of "social hormones" and helping babies develop social cues.



Participants engage in a hands-on Bonding Strategies Activity, where they work in small groups to brainstorm and role-play techniques for fostering close connections during breastfeeding, such as making eye contact, gentle touch, and using a soothing tone. The session also explores how involving other family members can strengthen family bonds during this time. Finally, the facilitator summarizes the key takeaways and provides an opportunity for reflection, equipping participants with a deeper understanding of the benefits of breastfeeding for supporting healthy social-emotional development.



Present

Activity: Introduction to Breastfeeding Bonding Time

Time: 5 minutes

Arrangement: Whole group

1. Tell trainees that they will now practice the next activity in the lesson, Breastfeeding bonding time.
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 15 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees

- Participants will understand the importance of breastfeeding for bonding and social-emotional development.
- Participants will learn strategies to promote bonding and social interaction during breastfeeding.
- Participants will recognize the benefits of involving other family members in the breastfeeding experience.



Activity: Importance of Breastfeeding for Bonding and Social Development

Time: 5 minutes

Arrangement: Whole group, Pairs

1. **ASK** > *What is the importance of breastfeeding for bonding and social development?*
2. Request participants to discuss in pair the above question
3. Encourages participants to share their own experiences and perspectives on breastfeeding and bonding.



Practice

Activity: Bonding Strategies

Time: 15 minutes

Arrangement: Whole group, Small groups, Role Play

1. Facilitator divides participants into small groups.
2. **ASK** > *The groups to brainstorm and role-play strategies for promoting bonding during breastfeeding.*
 - a. Closely connecting with the child (e.g., smiling, touching, eye contact)
 - b. Talking, babbling, humming, or singing to the child
3. Groups present their strategies to the larger group using role plays
4. **SAY** > *Fully present and engaged with a child, emphasizing the importance of making strong eye contact, using gentle touch, and speaking in a warm, soothing tone. Participants experiment with different ways of connecting, like gently stroking the child's face or holding their hand. Additionally, incorporating simple songs, lullabies, or gentle humming into the breastfeeding routine to soothe and engage the baby, and talking to the child to narrate the day, share stories, or express love and affection. Participants should also be patient and persistent, as it may take time for both the mother and child to become comfortable with these bonding techniques and involving other family members to further strengthen family bonds during the breastfeeding experience.*



Activity: Involving Family Members**Time: 15 minutes****Arrangement: Whole group, Role Play**

1. **ASK**> *How can other family members, like siblings, benefit by bonding during breastfeeding?*

2. Request participants to discuss in pair the above question ideas for quietly interacting with other family members during breastfeeding to strengthen family bonds.

3. Participants share their own experiences

4. Ask participants to turn in to page 17 of the Trainee's Handbook and follow along.

5. **SAY**> *Involving other family members, like siblings and grandparents, can enrich the bonding experience during breastfeeding. Siblings can sit nearby, gently interact with the baby, read stories, or create simple crafts to feel included. Other family members can offer quiet words of affection, provide physical touch, or capture special moments. The goal is to encourage quiet, respectful participation that allows family members to deepen their connections with the baby and breastfeeding mother, without disrupting the intimacy of the bonding experience.*

Activity: Wrap-Up and Reflection**Time: 10 minutes****Arrangement: Whole group**

1. Summarizes the key benefits of breastfeeding for social and emotional development.

2. Participants reflect on what they learned and share any remaining questions or insights.

3. Encourage participants to utilize the bank



Session Title: Activity 112 - Celebrating Diversity

Training Session Summary

Duration: 45 minutes

Tagline

Everyone is unique, and our differences should be celebrated!

Age Range

3-5 years



The Why (Key Message)

Being in a social group helps children feel connected, safe, and happy. Sometimes children get excluded from groups or games because of how they look or because they come from a different cultural group. This can make them feel lonely and disconnected. We are all unique and our differences (eg, appearance, beliefs, or abilities) should be celebrated. Encouraging your child to accept and include all children will help them be connected and help others feel safe and happy.

Learning Objectives

- Participants will understand the importance of celebrating diversity and inclusion for children's social-emotional wellbeing.
- Participants will learn strategies to help children appreciate differences and include all their peers.
- Participants will recognize their role in modeling inclusive behavior for children.



Sensitivity Note

- Be mindful of participants' diverse cultural backgrounds, beliefs, and personal experiences related to diversity and inclusion.
- Avoid assumptions and create a safe, non-judgmental environment where participants feel comfortable sharing their perspectives.
- Acknowledge that discussions around diversity may be sensitive for some participants due to past experiences of discrimination or exclusion.
- Emphasize the importance of empathy, respect, and acceptance towards all individuals, regardless of their differences.
- Ensure the training content and facilitation approach are inclusive and free from bias or stereotypes.

Resources Required

- Trainee handbook with the information from the "Activity 112 - Celebrating Diversity" section
- Visual aids (e.g., posters, images) depicting diverse individuals and inclusive scenarios
- Craft materials (e.g., colored pencils, hard paper ,sticky notes) for the small group activity.

Preparation Required

- Thoroughly understand the importance of diversity and inclusion for children's development.
- Familiarize with a variety of inclusive strategies and activities to engage participants.
- Arrange the training space to encourage discussion, collaboration, and hands-on learning.
- Plan the small group activity, including necessary materials and facilitation approach.
- Allocate sufficient time for each section of the training session.
- Be prepared to manage the session's pace and ensure all learning objectives are addressed.



Training Session Overview



The training session on "Activity 112 - Celebrating Diversity" focuses on the importance of embracing and celebrating differences for children's social-emotional wellbeing. The facilitator begins by leading a discussion on how children can sometimes feel excluded due to their appearance, cultural background, or other unique attributes, and the negative impact this can have on their sense of belonging and connection.

Participants then engage in a hands-on activity where they create visual representations of diverse individuals and inclusive scenarios, which they present to the group. The session emphasizes the crucial role of adults in modeling inclusive behavior and providing opportunities for children to appreciate differences. Participants share ideas for talking to children about diversity, encouraging respect and acceptance, and creating inclusive environments.



Present

Activity: Introduction to Celebrating diversity

Time: 5 minutes

Arrangement: Whole group

- 1.Tell trainees that they will now practice the next activity in the lesson, Introduction to celebrating diversity
- 2.Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
- 3.Ask participants to turn in to page 18 of the Trainee's Handbook and follow along.
- 4.Present the objectives of the lesson to the trainees



- Participants will understand the importance of celebrating diversity and inclusion for children's social-emotional wellbeing.
- Participants will learn strategies to help children appreciate differences and include all their peers.
- Participants will recognize their role in modeling inclusive behavior for children.

Practice

Activity: Diverse Children and Inclusive Scenarios

Time: 20 minutes

Arrangement: Whole group, Small Groups



- 1.Facilitator divides participants into small groups.
- 2.**ASK**> *Create visual representations (e.g., drawings) of diverse children and inclusive scenarios.*
- 3.Groups present to the larger group using pictures
- 4.Lead a discussion on the strategies and approaches depicted



Presentations of diverse children in this age group could include:

- Drawings or images showcasing young kids from various cultural and religious backgrounds
- Representations of children with different abilities
- Depictions of children of different genders

Inclusive scenarios involving children aged 3-5 could depict:

- Children of different ethnicities playing together
- Children engaging in activities that foster cooperation and friendship
- Inclusive settings like classrooms where children with diverse backgrounds learn and play harmoniously

TIPS

Activity: Role of Adults in Modeling Inclusive Behavior

Time: 10 minutes

Arrangement: Whole group, Pair



1. **ASK>** *How do you model inclusive behavior for children?*
2. Request participants to discuss in pair the above question in the context of :
 - Talking to children about diversity
 - Encouraging respect and acceptance
 - Creating inclusive environments in their daily lives
3. Participants share their own experiences
4. Ask participants to turn in to page 20 of the Trainee's Handbook and follow along.



Talking to children about diversity:

- **Engage them in conversations about different cultures, backgrounds, and abilities**
- **Explain that everyone is unique and special in their own way**
- **Encourage them to ask questions and share their own experiences**
- **Celebrate differences and highlight the value of diversity**

Encouraging respect and acceptance:

- **Model respectful language and behavior towards people of all backgrounds**
- **Teach them to be kind, empathetic, and inclusive towards others**
- **Reinforce positive behaviors that demonstrate acceptance**
- **Discuss the importance of standing up for others and being an ally**

TIPS

Creating inclusive environments in their daily lives:

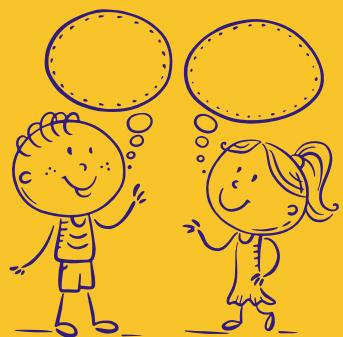
- **Surround them with diverse representation in books, toys, media, etc.**
- **Expose them to inclusive activities and play settings**
- **Ensure their learning environments are welcoming to all children**
- **Encourage them to play and interact with peers of diverse backgrounds**
- **Celebrate holidays and traditions from different cultures**



Activity: Key Takeaways and Reflection**Time: 10 minutes****Arrangement: Whole group**

1. Facilitator summarizes the key takeaways from the session
2. Participants reflect on their own biases and commitments to fostering a more inclusive mindset and practices
3. Encourage participants to utilize the bank





Talk

Thrive by Five Training Session – Talk

Training Objectives

Upon completing the Thrive by Five Training sessions focused on the Talk domain, trainees will be able to:

- Recognize the benefits of incorporating singing, storytelling, and other interactive language-rich activities into early childhood settings.
- Implement effective strategies for engaging young children in conversations, back-and-forth exchanges, and responsive communication.
- Adapt language-based activities to support the diverse linguistic, cultural, and developmental needs of children in their care.
- Empower caregivers to foster language development, vocabulary growth, and emergent literacy skills in infants and toddlers.

Proposed Training Agenda for Talk Domain

Thrive by Five Training Sessions – Talk Session Title: Activity 10 - Sing along together		
Priority	Session	Duration
Required	Introduction to sing-along together	10 minutes
Required	Benefits of Singing	30 minutes
Required	Sing-Along Activities	40 minutes
Required	Wrap-up and Reflection	10 minutes
Session Title: Recap		
Make a circle and use the feedback ball to take turns across participants to say one thing they learn from the last session and quickly re-cap.	Day one	15 minutes
Session Title: Activity 33 - Drawing Emotions		
Required	Introduction to Drawing Emotions	10 minutes
Required	Emotion exploration	30 minutes
Optional	Drawing emotions	30 minutes
Required	Wrap-up and Reflection	10 minutes
Break 15 minutes		

Session Title: Activity 56 - Baby talk

Priority	Session	Duration
Required	Introduction to Baby Talk	10 minutes
Required	Understanding Baby Talk	40 minutes
Optional	Practicing Baby Talk	40 minutes
Required	Wrap-up and Reflection	10 minutes
Break 90 minutes		

Thrive by Five Training Sessions - Talk

Session Title: Activity 10 - Sing Along Together

Training Session Summary

Duration: 1 hr. and 30 minutes

Tagline

Did you know that singing can help promote language development and reduce stress in children?

Age Range

1.5 - 3 years



The Why (Key Message)

Singing to young children helps them develop language skills. It teaches them to know the difference between sounds (eg, words) and patterns of speech (eg, sentences). Singing can reduce stress and help children adapt to important daily routines (eg, "Eshururu", "Wendemy Yakob"). Singing songs and making playful actions may help children learn language easier. Singing traditional songs during celebrations can connect children and family.

Learning Objectives

By the end of this session, participants will be able to:

- Recognize the benefits of singing with young children
- Select appropriate songs and singing activities for different age groups
- Facilitate engaging and inclusive sing-along sessions
- Adapt songs and singing techniques to support diverse learners



Sensitivity Note

This activity involves group singing, which can be a vulnerable experience for some participants. Facilitators should:

- Create a welcoming environment that encourages participation at each individual's comfort level
- Consider cultural, linguistic, and ability differences that may impact comfort with singing
- Provide options for participants who prefer not to sing out loud, such as humming or clapping along

Resources Required

- Audio player and speakers
- Movement props (e.g., scarves, ribbons,)

Preparation Required

- Age-appropriate, culturally responsive song options
- Compile a diverse playlist of children's songs in various genres
- Learn the lyrics and actions for the selected songs
- Set up the learning space to facilitate group interaction
- Test all audio/visual equipment to ensure proper functioning



Training Session Overview

This activity engages participants in the joy and educational benefits of singing with young children. The facilitator guides the group through a series of interactive sing-along experiences that model effective techniques for leading engaging and inclusive music sessions. The session begins with a discussion around the developmental and social-emotional advantages of incorporating singing into early childhood programs. Participants explore how singing can support language development, foster community building, and promote self-expression.



The facilitator then leads the group in several participatory song activities, starting with simple, repetitive tunes and gradually introducing more complex songs and movement-based elements. Participants have the opportunity to practice leading short singing segments, receiving feedback from the group. Throughout the session, the facilitator highlights strategies for adapting songs and singing techniques to meet the needs of diverse learners. This may include providing visual aids, utilizing rhythm instruments, and incorporating culturally-relevant musical traditions. The activity concludes with a reflection period, allowing participants to share their insights, challenges, and ideas for integrating singing into their own early childhood settings. The facilitator summarizes key takeaways and provides participants with resources for continuing to develop their skills in leading engaging and inclusive sing-along experiences.



Present

Activity: Introduction to sing along together

Time: 10 minutes

Arrangment: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to sing along together
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 25 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees.



Participants will be able to:

- **Recognize the benefits of singing with young children**
- **Select appropriate songs and singing activities for different age groups**
- **Facilitate engaging and inclusive sing-along sessions**
- **Adapt songs and singing techniques to support diverse learners**

Activity: Benefits of Singing

Time: 30 minutes

Arrangment: Whole Group, Pair, Role Play

1. **ASK> What are developmental and social-emotional benefits of singing with young children ? How does singing supports language development, community building, and self-expression ?**

2. Request participants to discuss in pair the above question

3. Encourage participants to share their experiences and perspectives



Developmental and Social-Emotional Benefits of Singing with Young Children:

- **Supports early language development and phonological awareness**
- **Enhances cognitive skills, such as memory and pattern recognition**
- **Promotes emotional regulation and self-expression**
- **Fosters social interaction and a sense of community**
- **Encourages physical development through movement and coordination**
- **Boosts self-confidence and positive self-image**

TIPS

How Singing Supports:

Language Development:

- **Exposes children to new vocabulary and sentence structures**
- **Reinforces phonemic awareness and auditory processing**
- **Helps children practice articulation and pronunciation**

Community Building:

- **Encourages social interaction and turn-taking**
- **Promotes a sense of belonging and group identity**
- **Facilitates shared experiences and emotional connections**

Self-Expression:

- **Provides a creative outlet for children to express their feelings**
- **Enhances emotional literacy and self-regulation**
- **Builds confidence and a positive self-concept**



Practice

Activity: Sing-Along Activities Time: 40 minutes

Arrangment: Whole Group, Small Group



1. Divide into small groups of 4-5 participants.
2. Encourage participants to select songs and incorporate movement-based elements
3. Assign roles within your group:
 - Facilitator: The person who will lead the activity and guide the caregivers and children.
 - Caregivers: 2-3 participants who will play the song and movement
 - Children: 1-2 participants who will play the role of the children participating in the activity.
4. As a group, plan out the 5-7-minute role-play performance
5. Demonstrate the songs and movements and collect feedback from the larger group

Activity: Wrap-Up and Reflection Time: 10 minutes

Arrangment: Whole Group

1. Summarize the key takeaways from the session and emphasize the importance of singing
2. Invite participants to share their commitments to implementing these recommendations in their work with families and communities.
3. Provide information on additional resources and support available



Session Title: Activity 33 - Drawing Emotions

Training Session Summary Duration: 1 hr. and 20 minutes

Tagline

Understand what your child is trying to tell you when they can't use their words.

Age Range

3-5 years



The Why (Key Message)

Learning to talk about how emotions feel and what they mean is important for children. Understanding emotions helps a child to express themselves and keep their brain healthy. Children who don't learn how to express their emotions may act out in inappropriate ways, like hitting or yelling. There are common ways our emotions feel (eg, a racing heart when angry). Learning to name and describe these feelings can help families develop a common language for expressing how they feel.

Learning Objectives

By the end of this activity, participants will be able to:

- Recognize the importance of helping children learn to identify and express their emotions
- Understand how drawing can be used as a tool to support children's emotional development
- Implement strategies for engaging children in drawing and discussing their emotions
- Apply techniques for fostering a supportive and non-judgmental environment around emotional expression



Sensitivity Note

- Be mindful that discussing emotions can be a sensitive topic for some families, especially those with histories of trauma or any other adverse experiences
- Ensure a safe and inclusive environment where participants feel comfortable sharing their thoughts and experiences
- Avoid making assumptions about a child's emotional state or family circumstances
- Provide options for alternative activities or modes of expression for those who may prefer not to draw
- Emphasize that the goal is to support children's healthy emotional development, not to judge or criticize

Resources Required

- Variety of drawing materials (e.g., crayons, markers, colored pencils, paper)
- Visual aids or examples of emotion-based drawings
- Trainee handbook with information from "Activity 33 - Drawing Emotions"

Preparation Required

- Review the training content and be familiar with the key concepts and strategies
- Gather the necessary drawing materials and prepare the learning space
- Anticipate potential questions or concerns from participants and plan appropriate responses
- Ensure the environment is safe, comfortable, and conducive to open discussion



Training Session Overview



The "Activity 33 - Drawing Emotions" training session focuses on empowering caregivers to support their children's emotional development through the use of drawing activities. The session begins by emphasizing the importance of helping children learn to identify and express their emotions, and how this supports their overall brain health and well-being. Facilitators then guide participants through the process of engaging children in emotion-focused drawing exercises. Participants explore strategies for encouraging children to name, describe, and visually represent their feelings using a variety of drawing materials.

The session includes opportunities for participants to collaborate in small groups, share ideas, and receive feedback on their approaches. The training also includes a hands-on component where caregivers can directly engage their children in drawing and discussing emotions. Facilitators provide guidance on fostering a supportive and non-judgmental environment and offer techniques for adapting the activity to meet the needs and comfort levels of individual children. The session concludes with a group reflection, allowing participants to share their experiences, discuss implementation strategies, and commit to incorporating emotion-focused drawing activities into their daily routines at home.



Present

Activity: Introduction to Drawing Emotions **Time: 10 minutes**

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to Drawing Emotions
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 28 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees



Participants will be able to:

- **Recognize the importance of helping children learn to identify and express their emotions**
- **Understand how drawing can be used as a tool to support children's emotional development**
- **Implement strategies for engaging children in drawing and discussing their emotions**
- **Apply techniques for fostering a supportive and non-judgmental environment around emotional expression**

Activity: Emotion Exploration **Time: 30 minutes**

Arrangement: Whole Group

1. Invite participants to brainstorm a list of common emotions (e.g., happy, sad, angry, scared, excited)
2. Encourage participants to physically act out or describe how these emotions might look and feel
3. Facilitate a discussion on the ways children can express their emotions, including through drawing



Ways Children Can Express Emotions:

- **Verbally** - Naming, describing, and talking about their feelings
- **Physically** - Facial expressions, body language, and gestures
- **Artistically** - Drawing, painting, sculpting, or creating other visual representations
- **Creatively** - Through dramatic play, storytelling, or imaginative activities
- **Behaviorally** - Acting out emotions through play, interactions, or actions

TIPS

Expressing Emotions Through Drawing:

- Drawing faces or figures to represent different emotions (e.g., happy, sad, angry)
- Using colors, lines, and shapes to symbolize emotional states
- Depicting emotional experiences or situations through drawings
- Incorporating expressive elements like size, placement, and intensity in drawings
- Describing the meaning and feelings behind their drawings
- Comparing and contrasting emotional expressions in their own or others' drawings



Practice

Activity: Drawing Emotions **Time: 30 minutes**

Arrangement: Whole Group



1. Distribute drawing materials (crayons, markers, paper) to all participants
2. Guide participants through a series of drawing prompts-Happy, sad, angry, disappointed, scared
3. Invite participants to share their drawings with the group and describe their thought process
4. Provide feedback and suggestions for fostering children's emotional expression through drawing

- **Praise and validate children's efforts to express emotions**
- **Ask open-ended questions to encourage them to describe their drawings**
- **Avoid assumptions or judgments about the emotions depicted**
- **Encourage use of colors, shapes, and lines to represent feelings**
- **Suggest drawing scenes or experiences that evoke particular emotions**

"Can you draw a time when you felt really happy?"

"Show me what it looks like when you're feeling frustrated."

- **Model emotional expression by creating your own drawings**
- **Provide a comfortable, non-threatening environment**
- **Tailor activities to each child's age, stage, and comfort level**
- **Offer alternative forms of emotional expression, like writing or storytelling**
- **Validate and normalize a wide range of emotions**

TIPS



Activity: Wrap-Up and Reflection Time: 10 minutes**Arrangement: Whole Group**

1. Facilitate a group discussion on key takeaways from the session
2. Invite participants to share one thing they plan to implement with their children
3. Summarize the session's main points and thank participants for their active engagement

Session Title: Activity 56 - Baby Talk**Training Session Summary Duration: 1 hr. and 40 minutes****Tagline**

The benefits of baby talk.

Age Range

0-1 years

**The Why (Key Message)**

Babies are naturally social. They can recognize the voices and faces of their family members. Their socialization requires face-to-face, responsive interactions with their parents first and then extended family and community. Babies communicate to show enjoyment or curiosity. Babies like it when adults respond and show that they understand them. These rewarding, nurturing relationships between parents and babies help them grow socially and emotionally.



Learning Objectives

By the end of this session, participants will be able to:



- Understand the importance of social and emotional development in babies
- Recognize the benefits of engaging in responsive, face-to-face interactions through "baby talk"
- Implement effective strategies for using varied tones, facial expressions, and responsive vocalizations when communicating with babies
- Identify ways to encourage and involve the whole family in supporting a baby's social and emotional growth.

Sensitivity Note

- Be mindful that participants may have varying levels of experience, confidence, or comfort with interacting with babies
- Acknowledge that cultural differences may influence beliefs and practices around baby talk and infant socialization
- Avoid making assumptions about a family's circumstances or ability to engage in these activities
- Emphasize that the goal is to provide support and guidance, not to judge or criticize
- Encourage participants to adapt the strategies to their own unique situations and comfort levels.

Resources Required

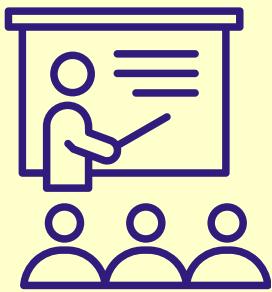
- Trainee handbook with information from "Activity 56 - Baby Talk"
- Visual aids or examples demonstrating effective baby talk techniques
- Optional: Baby dolls or other props for participants to practice with

Preparation Required

- Review the training content and become familiar with the key concepts and strategies
- Gather any necessary materials and prepare the learning environment
- Anticipate potential questions or concerns from participants and plan appropriate responses
- Ensure the space is safe, comfortable, and conducive to open discussion and hands-on practice



Training Session Overview



The "Activity 56 - Baby Talk" training session focuses on empowering caregivers to support the social and emotional development of their babies through responsive, face-to-face interactions. The session begins by highlighting the importance of these nurturing relationships and how they contribute to a baby's overall growth and well-being. Facilitators then guide participants through the process of engaging in effective "baby talk" techniques, such as using varied tones, facial expressions, and responsive vocalizations. Participants have the opportunity to practice these skills in a supportive and collaborative environment, with feedback and guidance from the facilitators.

The training also emphasizes the role of the entire family in supporting a baby's social and emotional development. Participants explore strategies for encouraging extended family members to engage in baby talk and other interactive activities and discuss ways to adapt the techniques to different cultural contexts. The session includes a hands-on component where participants can directly interact with baby dolls or other props, allowing them to experience and experiment with the various baby talk strategies.

Facilitators provide personalized feedback and suggestions to help participants build confidence and feel prepared to implement these practices at home. The training concludes with a group discussion, where participants share their key takeaways, discuss implementation challenges, and commit to incorporating baby talk and responsive interactions into their daily routines.



Present

Activity: Introduction to Baby Talk Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Baby Talk
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 31 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees



Participants will be able to:

- **Understand the importance of social and emotional development in babies**
- **Recognize the benefits of engaging in responsive, face-to-face interactions through "baby talk"**
- **Implement effective strategies for using varied tones, facial expressions, and responsive vocalizations when communicating with babies**
- **Identify ways to encourage and involve the whole family in supporting a baby's social and emotional growth.**

Activity: Understanding Baby Talk Time: 40 minutes

Arrangement: Whole Group

1. Present the benefits of responsive, face-to-face interactions through "baby talk" and Demonstrate examples of effective baby talk techniques



Benefits of Responsive, Face-to-Face Interactions through "Baby Talk":

- Supports social and emotional development
- Enhances language and communication skills
- Encourages cognitive development
- Fosters bonding and attachment
- Promotes overall well-being

Examples of Effective Baby Talk Techniques:

- Varied tone, pitch, and volume
- Expressive facial expressions
- Responsive vocalizations
- Engaging gestures and body language
- Narrating the moment

TIPS

2. Facilitate a discussion on the role of baby talk in supporting a baby's development

- Fosters social and emotional skills
- Promotes language and communication abilities
- Enhances cognitive growth
- Strengthens parent-child bonding
- Supports overall well-being

TIPS

3. Lead a discussion on the importance of engaging the entire family in supporting a baby's social and emotional growth

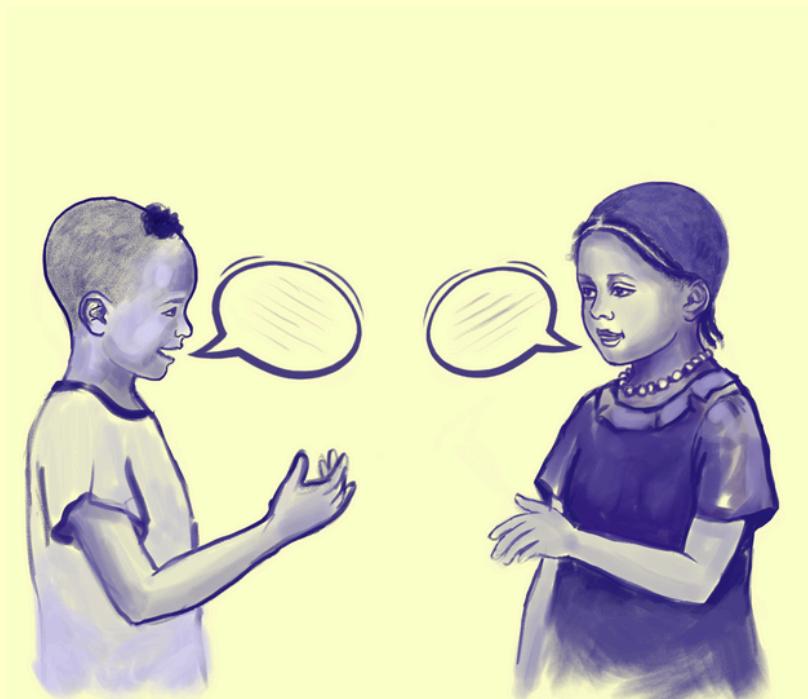
- Provides a wider support network for the baby
- Allows for diverse interactions and perspectives
- Reinforces the baby's sense of belonging
- Promotes shared responsibility and involvement
- Helps adapt strategies to cultural contexts
- Allows young children to contribute to the baby's social and emotional growth

TIPS



Activity: Practicing Baby Talk Time: 40 minutes**Arrangement: Whole Group, Small Groups**

1. Facilitator divides participants into small groups
2. Provide participants with baby dolls or other props to practice baby talk with different emotions of Happy, sad, angry, disappointed, and scared
3. Guide participants through a series of interactive exercises:
 - a. Taking turns initiating and responding to baby talk
 - b. Experimenting with different tones, facial expressions, and vocalizations
 - c. Observing and providing feedback to one another.
4. Encourage participants to share their experiences, challenges, and insights



Experiences:

- Enhanced engagement and responsiveness from the baby
- Sharing of different baby talk techniques and strategies
- Collective joy and bonding during group interactions

Challenges:

- Coordinating timing and pacing of baby talk within the group
- Ensuring each family member feels comfortable participating
- Managing potential distractions or overstimulation for the baby

Insights:

- The power of modeling and learning from each other's approaches
- Importance of creating a supportive and judgment-free environment
- Understanding that each baby may respond differently in a group setting
- Flexibility to adapt baby talk techniques based on the baby's cues and needs


TIPS
Activity: Wrap-Up and Resources **Time: 10 minutes****Arrangement: Whole Group**

1. Facilitate a group discussion on key takeaways from the session
2. Invite participants to share one thing they plan to implement with their own babies or families
3. Summarize the session's main points and thank participants for their active engagement





Community

Thrive by Five Training Session – Community

Training Objectives

Upon completing the Thrive by Five Training sessions focused on the Community domain, trainees will be able to:

- Foster an inclusive, welcoming environment that celebrates diversity and helps children feel a sense of belonging.
- Implement strategies to engage families and communities in supporting children's holistic development.
- Facilitate activities that promote kindness, empathy, cooperation, and conflict-resolution skills in young children.
- Incorporate culturally relevant traditions, celebrations, and community practices into early childhood programs.

Proposed Training Agenda for Community Domain

Thrive by Five Training Sessions – Community Session Title: Activity 46 - Being Kind		
Priority	Session	Duration
Required	Introduction to Safety First	10 minutes
Required	What is Kindness?	20 minutes
Optional	Encouraging Kind Behaviors in Children	20 minutes
Required	Wrap-up and Reflection	10 minutes
Break 20 minutes		
Session Title: Activity 64 - Let's Dance		
Required	Introduction to Let's Dance!	10 minutes
Required	Exploring Dance Techniques	30 minutes
Optional	Activity Planning	40 minutes
Required	Wrap-Up and Reflection	10 minutes

Session Title: Re-cap		
Priority	Session	Duration
Make a circle and use the feedback ball to take turns across participants to say one thing they learn from the last session and quickly re-cap.	Day Two	15 minutes
Session Title: Activity 105- Celebrating Spirituality		
Required	Introduction to Celebrating Spirituality	10 minutes
Required	The Role of Spirituality in Children's Well-being	30 minutes
Optional	Exploring Spiritual Practices	30 minutes
Required	Wrap-up and Resources	10 minutes

Part 2: Thrive by Five Training Sessions - Community

Session Title: Activity 46 - Being Kind

Training Session Summary Duration: 1 hr.

Tagline

It feels good to do good!

Age Range

3-5 years



The Why (Key Message)

Many communities value children and adults who are kind, helpful, and generous to others. Children who observe or learn about the importance of kindness often grow into caring adults. It may be hard for some children to learn kind behaviors easily. Talking with children about what kindness is (eg, helping, caring, sharing, being generous) and how it makes people feel good is important. This can encourage them to be a kind person.

Learning Objectives

By the end of this session, participants will be able to:

- Define kindness and explain its importance in building a caring community.
- Identify ways to encourage children to develop kind and caring behaviors.
- Discuss strategies for modeling and teaching kindness in the home and community.



Sensitivity Note

- Be mindful of participants' experiences and backgrounds.
- Avoid assumptions or generalizations about children's lived experiences.
- Create a safe and inclusive environment where participants feel comfortable sharing.
- Provide resources or referrals for additional support, if needed.
- Validate and acknowledge any difficult emotions that may arise during the discussion.
- Emphasize that kindness can have a healing and transformative power but should not be forced or expected from those who have experienced trauma.
- Emphasize the importance of empathy, respect, and acceptance towards all individuals, regardless of their differences.
- Ensure the training content and facilitation approach are inclusive and free from bias or stereotypes.

Resources Required

- Trainee handbook with the information from "Activity 46 – Being Kind"
- Flip chart paper and markers
- Projector and slides (optional)

Preparation Required

- Review the activity content and learning objectives.
- Prepare a brief presentation on the importance of kindness in building a caring community.
- Identify local examples or case studies that illustrate kind behaviors and their impact.
- Develop discussion questions to engage participants in sharing their experiences and ideas.
- Arrange the training space to encourage discussion, collaboration, and hands-on learning.
- Plan the small group activity, including necessary materials and facilitation approach.
- Allocate sufficient time for each section of the training session.
- Be prepared to manage the session's pace and ensure all learning objectives are addressed.



Training Session Overview

The facilitator begins the session by highlighting the importance of cultivating kindness in children and how kind behaviors benefit both individuals and the broader community. This sets the stage for the strategies that to follow. During the strategies portion, the facilitator focuses on providing practical, easy-to-implement approaches that the participants could readily apply in their interactions with children. These include defining kindness, modeling kind behaviors, recognizing and praising kind actions, and incorporating kindness into daily routines. The group activity allows the participants to put the strategies into practice. By dividing them into small groups and asking them to role-play the implementation of a specific strategy, the facilitator creates an opportunity for hands-on learning and experimentation.



Present

Activity: Introduction to Being Kind Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to being kind
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 39 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees.



Participants will be able to:

- Define kindness and explain its importance in building a caring community.
- Identify ways to encourage children to develop kind and caring behaviors.
- Discuss strategies for modeling and teaching kindness in the home and community.



Activity: What is Kindness? Time: 20 minutes

Arrangement: Whole Group, Pair

1. **ASK**> *What is Kindness?*
2. Request participants to discuss in pair the above question in light of key components: helping, caring, sharing, being generous)
3. Invite participants to share examples of kind behaviors they have observed in their communities.
4. Highlight the positive impact of kindness on individuals and the community.



- **Helping others**- Kindness involves providing assistance, support, or care to those in need. This could be something as simple as helping a neighbor with event chores or carrying merchandise home.
- **Caring and compassion**- Kind people show genuine concern for the wellbeing of others. They are attuned to the feelings and experiences of those around them and respond with empathy and understanding.
- **Generosity and sharing**-Kindness often involves being generous with one's time, resources, or talents. Kind individuals are willing to share what they have with those who may be less fortunate.
- **Forgiveness and understanding**-Kindness includes the ability to forgive others, even in the face of wrongdoing, and to approach situations with an open and non-judgmental mindset.

- For individuals, acts of kindness can boost feelings of happiness, contentment, and purpose. Helping others releases endorphins and reduces stress, contributing to overall mental health. Kindness helps build trust, empathy, and connection between people. It can strengthen bonds within families, friendships, and communities. When individuals experience or witness kindness, it can instill a sense of worthiness and belonging, improving self-perception and overall confidence.
- At the community level, kind behaviors help bridge divides, break down stereotypes, and foster a spirit of togetherness and mutual understanding. Acts of kindness can have a ripple effect, as they inspire and motivate others to engage in similar helpful and compassionate actions. When people look out for one another and offer aid in times of need, the entire community becomes more resilient and better equipped to overcome challenges.
- Children learn kindness by observing and experiencing it in their daily lives. When adults, peers, and authority figures model compassion and kindness, children internalize these behaviors and begin to emulate them. Creating environments that consistently reinforce kind acts helps foster the development of caring and compassionate children.


 TIPS


Practice

Activity: Encouraging Kind Behaviors in Children

Time: 20 minutes

Arrangement: Whole Group, Small Group

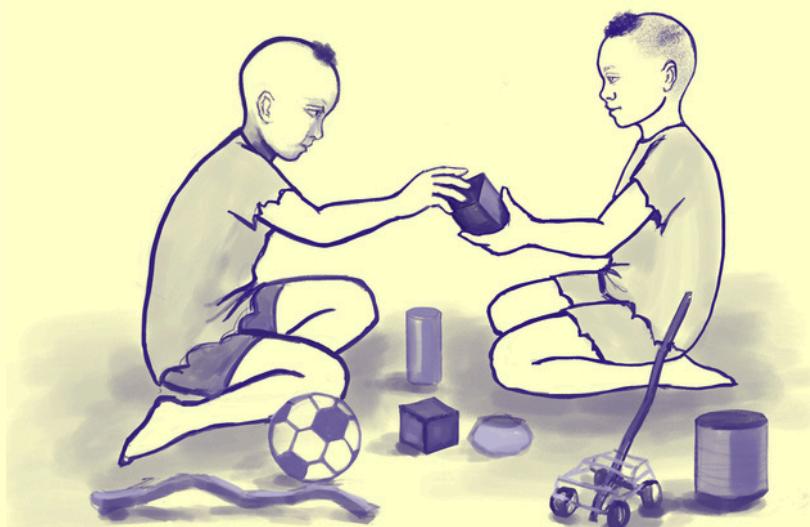
1. Facilitator divides participants into small groups.
2. **ASK** > Ask each group to role-play one of the acts of kindness and demonstrate how they would implement it with children.
3. Invite groups to share their role-plays and key takeaways
4. Facilitate a discussion on the effectiveness of the different strategies
5. Emphasize the importance of consistently modeling and reinforcing kindness

Activity: Wrap-Up and Reflection

Time: 10 minutes

Arrangement: Whole Group, Small Group

1. Facilitator summarizes the key takeaways from the session
2. Invite participants to share their thoughts, insights, or commitments to promoting kindness.
3. Encourage participants to utilize the bank



Session Title: Activity 64 - Let's Dance!

Training Session Summary

Duration: 1 hr. and 30 minutes

Tagline

Learn about the science of dance.

Age Range

2-5 years

The Why (Key Message)



Dancing supports the development of different important motor skills (eg, balance, twisting, bending, skipping, hopping). Dancing helps children develop an awareness of their surroundings and where their body is in the environment. It also helps improve flexibility, coordination, strength, and endurance. Dancing helps children engage with your culture's dance and music. It allows children to be creative (eg, creating their own dance moves) and learn musical concepts (eg, rhythm and tempo).

Learning Objectives

- Participants will understand the benefits of incorporating dance and movement into children's activities.
- Participants will learn various age-appropriate dance techniques and steps.
- Participants will practice designing engaging dance-based activities for children.
- Participants will explore how dance can be used to support children's physical, social, and emotional development.



Sensitivity Note

- Be mindful of participants' varying levels of comfort and experience with dance.
- Avoid assumptions about participants' abilities or backgrounds.
- Encourage an inclusive and supportive environment where everyone feels comfortable participating.



Resources Required

- Trainee handbook with the information from "Activity 64 - Let's Dance!"
- Open space for participants to move freely
- Music player and a variety of child-friendly music selections
- Visual aids (e.g., posters, handouts) demonstrating dance steps and movements
- Props (e.g., scarves, ribbons, beanbags) to incorporate into dance activities
- Worksheets or templates for activity planning

Preparation Required

- Familiarize yourself with a range of age-appropriate dance techniques and steps.
- Curate a playlist of diverse music selections suitable for children's dance activities.
- Prepare visual aids and handouts to support the learning process.
- Set up the training space to accommodate movement and dancing.
- Review the training session outline and make any necessary adjustments.

Training Session Overview

The goal is to create a structured and engaging experience tailored to the specific age group of participants. The facilitator adapts the content to be developmentally appropriate and supportive of children's growth. The session starts with a warm-up phase, with simpler movements for younger children and more dynamic exercises for older participants.

During the main activity, the facilitator introduces age-appropriate dance styles and techniques, focusing on basic skills for younger children and intricate choreography for older ones. Various teaching strategies are used to maintain engagement, with a focus on safety through hands-on guidance. The session seeks to create a positive and inclusive environment that supports participants' overall development and fosters their love for movement and self-expression through dance.



Present

Activity: Introduction to Let's Dance! Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to Let's Dance!
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 42 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees



Participants will be able to:

- **Understand the benefits of incorporating dance and movement into children's activities.**
- **Learn various age-appropriate dance techniques and steps.**
- **Practice designing engaging dance-based activities for children.**
- **Explore how dance can be used to support children's physical, social, and emotional development.**

Practice

Activity: Exploring Dance Techniques Time: 30 minutes

Arrangement: Whole Group

1. Select volunteer participants
2. Guide participants through a series of cultural dance steps and movements.
3. Encourage participants to try different dance styles and provide feedback.
4. Emphasize the importance of adapting dance activities to different age groups.



Importance of Adapting Dance Activities to Different Age Groups:

Ensure developmental appropriateness of activities

- Match activities to the physical, cognitive, and social-emotional stages of each age group
- Younger children require simpler movements and more guidance, while older children can handle more complex techniques

Accommodate varying attention spans and engagement levels

- Younger children have shorter attention spans, so activities need to be more interactive with frequent changes
- Older children can focus for longer periods and engage with sustained dance routines and choreography

Provide suitable supervision and guidance for safety

- Younger children may need more hands-on assistance to ensure proper technique and prevent injuries
- Older children can participate more independently, allowing facilitators to provide less direct supervision

TIPS

Align with children's interests and preferences

- Tailor the music, dance styles, and themes to match the interests of each age group
- Enhance engagement and enjoyment by catering to the participants' varied interests

Support skill development based on age and abilities

- Younger children focus on developing basic movement skills, balance, and coordination
- Older children can explore more advanced dance techniques, choreography, and self-expression

Create a learning environment that effectively supports children's overall development, from basic movement skills to advanced self-expression through dance.

- Adapt the dance activities to nurture physical, social, and emotional growth at each developmental stage
- Ensure the dance experiences are meaningful and impactful for children's holistic development



Activity: Activity Planning Time: 40 minutes**Arrangement: Whole Group, Small Groups**

1. Facilitator divides participants into small groups.
2. **ASK>** *Design a dance-based activity for children, considering factors such as music, props, and learning objectives.*
3. Invite groups to present their dance activity plans to the larger group.
4. Facilitate a discussion on the strengths and considerations of each activity.

Activity: Wrap-Up and Reflection Time: 10 minutes**Arrangement: Whole Group**

1. Summarize the key takeaways from the session.
2. Encourage participants to share their insights and plans for implementing dance-based activities.
3. Provide resources and additional support as needed.



Session Title: Activity 105 - Celebrating Spirituality

Training Session Summary

Duration: 1 hr. and 20 minutes

Tagline

The connection between spirituality and emotional well-being.

Age Range

3-5 years

The Why (Key Message)



Spirituality and participating in spiritual practices (eg, prayer) are important for some people. It can help some people feel connected to others and improve emotional wellbeing. Spiritual activities might include participating in religious practices (eg, going to church, singing religious songs) or non-religious practices (eg, thinking about a friend or family member and "wishing" them health, safety, and happiness in their life).

Learning Objectives

By the end of this session, participants will be able to:

- Explain the connection between spirituality and emotional well-being for young children.
- Identify a variety of spiritual practices that can be incorporated into children's activities.
- Develop strategies to support children's spiritual development in culturally responsive ways.
- Plan engaging, age-appropriate activities that celebrate spirituality and its benefits.



Sensitivity Note

- This activity acknowledges that spirituality is an important aspect of many children's lives, but participants may have diverse backgrounds and beliefs.
- Facilitators should be mindful of this diversity and create an inclusive environment where all perspectives are respected.
- Activities should be adapted to be inclusive of different spiritual and religious traditions



Resources Required

- Trainee handbook with the information from the "Activity 105 - Celebrating spirituality"
- Flip chart paper and markers
- Projector and slides (optional)
- Examples of spiritual practices and activities (e.g., songs, stories, rituals)
- Art supplies for creating spiritual representations (e.g., beads, paints, clay)

Preparation Required

- Research the role of spirituality in young children's development and well-being.
- Identify a diverse range of spiritual practices and activities that can be adapted for the target age group.
- Prepare a brief presentation on the connection between spirituality and emotional well-being.
- Develop discussion questions and small group activities to engage participants.
- Gather relevant materials and resources to support the planned activities.

Training Session Overview

The goal for the "Celebrating Spirituality" training session is to create an engaging and inclusive learning environment that helps participants understand the important role of spirituality in young children's lives. Facilitators begin by presenting research on the positive impact of spirituality on children's emotional well-being, setting the stage for the interactive exploration of diverse religious and non-religious spiritual practices.

During the activity planning portion, the facilitator guide participants in designing age-appropriate, culturally-responsive activities that celebrate spirituality, empowering them to implement meaningful experiences in their own settings. Throughout the session, he/she fosters an atmosphere of respect and inclusivity, aiming to equip participants with practical strategies and resources to support children's holistic development, including their spiritual growth and well-being.



Present

Activity: Introduction to Celebrating Spirituality

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to Celebrating Spirituality
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 44 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees

Participants will be able to:

- Explain the connection between spirituality and emotional well-being for young children.
- Identify a variety of spiritual practices that can be incorporated into children's activities.
- Develop strategies to support children's spiritual development in culturally-responsive ways.
- Plan engaging, age-appropriate activities that celebrate spirituality and its benefits.



Activity: The Role of Spirituality in Children's Well-Being

Time: 30 minutes

Arrangement: Whole Group

1. Present the connection between spirituality and emotional well-being



- **Spirituality can provide a sense of meaning, purpose, and connection for young children.**
- **Engaging in spiritual practices of prayer, or connecting with nature, can help children manage stress and regulate their emotions.**
- **Feeling part of a spiritual community can foster a sense of belonging and support children's social-emotional development.**
- **Spiritual beliefs and practices can offer coping mechanisms and resilience in the face of challenges or adversity.**

TIPS

2. Facilitate a discussion on how spirituality can positively impact children's lives.
3. Encourage participants to share their own experiences and perspectives.

- **Provides a sense of meaning, purpose, and connection**
- **Help children manage stress and regulate their emotions**
- **Fosters a sense of belonging and supports social-emotional development**
- **Offers coping mechanisms and resilience in the face of challenges**
- **Cultivates a deeper understanding of oneself and the world around them**
- **Encourages a sense of gratitude, compassion, and empathy towards others**
- **Supports the development of moral and ethical decision-making skills**
- **Nurtures a sense of wonder, curiosity, and appreciation for the natural world**
- **Strengthens the ability to find comfort, solace, and hope during difficult times**
- **Promotes a holistic approach to well-being, integrating the physical, mental, and spiritual aspects of a child's life**

TIPS



Practice

Activity: Exploring Spiritual Practices

Time: 30 minutes

Arrangement: Whole Group, Small Groups

1. Facilitator divides participants into small groups.
2. ASK> Ask each group to design an engaging, age-appropriate activity that celebrates spirituality.
3. Invite groups to present their activity to the larger group.
4. Facilitate a discussion on the strengths and considerations of each activity.

Activity: Wrap-Up and Resources

Time: 10 minutes

Arrangement: Whole Group

1. Summarize the main points of the session.
2. Provide additional resources and references for further learning.
3. Invite participants to continue the conversation and support one another.





Healthy Home

Thrive by Five Training Session – Healthy Home

Training Objectives

Upon completing the Thrive by Five Training sessions focused on the Healthy Home domain, trainees will be able to:

- Promote optimal nutrition practices, including exclusive breastfeeding for the first 6 months and the appropriate introduction of complementary foods.
- Empower caregivers to create safe, nurturing, and stimulating home environments that support children's physical, cognitive, and social-emotional development.
- Equip caregivers with strategies to establish healthy daily routines, manage stress, and model positive self-care practices.
- Collaborate with families to identify and access community resources that promote healthy living, such as medical services, nutritious food sources, and parenting support programs.

Thrive by Five Training Sessions – Healthy Home
Session Title: Activity 57 - Nutrition for babies

Required	Introduction to nutrition for babies	10 minutes
Required	The Benefits of Breastfeeding	10 minutes
Optional	Complementary Feeding	30 minutes
Required	Wrap-up and Resources	10 minutes

Break 90 minutes

Session Title: Activity 62 - Home made obstacle course

Required	Introduction to home-made obstacle course	10 minutes
Required	Benefits of Obstacle Course Play	30 minutes
Optional	Obstacle Course Play	40 minutes
Required	Wrap-up and Reflection	10 minutes

Break 20 minutes

Session Title: Activity 117 - Safety first

Required	Introduction to Safety First	10 minutes
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Required	The Importance of Safety	30 minutes
Optional	Identifying Safety Hazards	40 minutes
Required	Wrap-up and Reflection	10 minutes

Part 2: Thrive by Five Training Sessions - Healthy Home

Session Title: Activity 57 - Nutrition for Babies

Training Session Summary

Duration: 1 hr. and 40 minutes

Tagline

Discover the benefits of breastfeeding.

Age Range

0-2 years

The Why (Key Message)



Naturally, breast milk contains everything babies need for the first 6 months, including proteins, vitamins, fats, and carbohydrates. Giving babies only breast milk is recommended during this time. Breastfeeding helps their immune system fight infections (with antibodies) and keeps their stomach healthy (with prebiotics). When a baby is 6 months old, try giving them nutritious mashed foods (eg, sweet potato, banana, pumpkin) with other liquids. But, keep breastfeeding until at least age 2, if you can.

Learning Objectives

- By the end of this session, participants will be able to:
- Explain the benefits of exclusive breastfeeding for the first 6 months of a baby's life.
- Describe the appropriate introduction of complementary foods at 6 months and the importance of continued breastfeeding up to 2 years.
- Identify strategies to support and promote optimal infant and young child nutrition practices.



Sensitivity Note

- Recognize that participants may have diverse cultural beliefs and experiences related to infant feeding.
- Be prepared to handle discussions around breastfeeding and complementary feeding sensitively, as they may trigger memories or emotions related to past trauma.
- Create an inclusive environment free from judgment or bias towards different feeding practices.
- Acknowledge and respect participants who are unable or choose not to breastfeed

Resources Required

- Trainee handbook with the information from the "Activity 57 - Nutrition for Babies" section
- Visual aids (e.g., posters, images) demonstrating appropriate complementary feeding practices

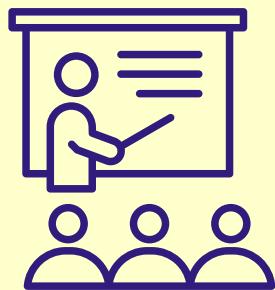
Preparation Required

- Thoroughly understand the key evidence-based infant and young child nutrition recommendations.
- Familiarize with strategies to support and promote optimal feeding practices.
- Arrange the training space to encourage discussion, collaboration, and hands-on learning.
- Plan the small group activity, including necessary materials and facilitation approach.
- Allocate sufficient time for each section of the training session.
- Be prepared to manage the session's pace and ensure all learning objectives are addressed.



Training Session Overview

The training session on "Activity 57 - Nutrition for Babies" focuses on the importance of optimal infant and young child nutrition practices, with a particular emphasis on the benefits of exclusive breastfeeding and the appropriate introduction of complementary foods. The facilitator begins by leading a discussion on the unique properties of breast milk and its role in supporting a baby's healthy growth and development.



Participants then engage in a hands-on activity where they explore strategies to promote and support breastfeeding in their communities. The session also covers the timely introduction of nutritious complementary foods for 6 months, while continuing to breastfeed, and the importance of this practice for the child's overall health and wellbeing. The training concludes with a reflection on the key takeaways and participants' commitments to implementing these evidence-based nutrition recommendations.

Present

Activity: Introduction to Nutrition for Babies

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to nutrition for babies
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 51 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees.



Participants will be able to:

- Explain the benefits of exclusive breastfeeding for the first 6 months of a baby's life.
- Describe the appropriate introduction of complementary foods at 6 months and the importance of continued breastfeeding up to 2 years.
- Identify strategies to support and promote optimal infant and young child nutrition practices.



Practice

Activity: The Benefits of Breastfeeding

Time: 40 minutes

Arrangement: Whole Group, Pair, Role Play

1. **ASK** > *What are the unique properties of breastmilk and its role in supporting infant health and development?*
2. Request participants to discuss in pairs the above question

Composition:

- Breastmilk contains the perfect balance of proteins, fats, carbohydrates, vitamins, and minerals that infants need for growth and development.
- The composition of breastmilk changes over time to meet the evolving needs of the growing infant.

Antibodies and Immunity:

- Breastmilk contains antibodies, including immunoglobulin A (IgA), that help protect the infant from infections and illnesses.
- Breastfeeding helps develop the infant's immune system and reduce the risk of allergies, asthma, and other immune-related conditions.



Digestibility and Absorption:

- **Breastmilk is easily digestible and absorbable for infants, minimizing gastrointestinal issues.**
- **The proteins in breastmilk are more easily digested compared to those in formula.**

Developmental Benefits:

- **Breastfeeding promotes healthy brain development and cognitive function.**
- **The act of breastfeeding helps develop the infant's jaw, facial muscles, and speech development.**

TIPS**Bonding and Emotional Development:**

- **Breastfeeding facilitates a strong emotional bond between the mother and infant, contributing to the infant's social-emotional development.**
- **The close physical contact and skin-to-skin interaction during breastfeeding promote feelings of security and trust.**

Long-term Health Benefits:

- **Breastfeeding is associated with a lower risk of chronic conditions, such as obesity, type 2 diabetes, and certain types of cancer, for both the infant and the mother.**



3. Conduct a role-play activity where participants take on the roles of a new mother, health extension worker, and a supportive family member. They will practice having a conversation about the benefits of breastfeeding and strategies to overcome common challenges.
4. Debrief the role-play and encourage participants to share their insights and learning.

Benefits of Breastfeeding:

- Provides complete nutrition for infants
- Boosts the immune system and protects against infections
- Facilitates bonding and emotional development
- Promotes healthy brain and cognitive development
- Reduces the risk of chronic diseases like obesity and diabetes

Strategies to Overcome Breastfeeding Challenges:

TIPS

Latch and positioning issues:

- Seek support from a lactation consultant or experienced healthcare provider
- Try different breastfeeding positions to find what works best

Low milk supply:

- Increase frequency and duration of breastfeeding
- Stay hydrated and eat a balanced diet
- Consider pumping to stimulate milk production

Nipple pain or discomfort:

- Ensure proper latch and positioning
- Use nipple creams or warm compresses to soothe
- Alternate breastfeeding positions

Perceived insufficient milk:

- Monitor infant's weight gain and wet/dirty diapers
- Increase skin-to-skin contact and breastfeeding frequency
- Avoid supplementation unless medically necessary.



Activity: Complementary feeding

Time: 40 minutes

Arrangement: Whole Group, Small Group

1. Present the recommendations for the timely introduction of nutritious complementary foods at 6 months, while continuing to breastfeed.

Timing of Complementary Foods:

- **Introduce complementary foods at around 6 months of age, while continuing to breastfeed.**
- **Breastmilk or infant formula should remain the primary source of nutrition until 12 months of age.**

Characteristics of Complementary Foods:

- **Start with small amounts of smooth, pureed, or mashed foods, such as:**
- **Fruits (e.g., bananas, sweet potatoes, pumpkin)**
- **Vegetables (e.g., carrots, spinach, peas)**
- **Grains (e.g., rice, oats, barley)**
- **Proteins (e.g., pureed meat, eggs, legumes)**
- **Gradually increase the texture, variety, and portion sizes of complementary foods as the infant grows.**
- **Avoid added sugars, salt, or highly processed foods.**

TIPS



Continued Breastfeeding:

- Continue breastfeeding on demand, or at least 8-12 times per day, even after introducing complementary foods.
- Breastfeeding should be maintained up to 2 years of age or beyond, as long as the mother and child desire to continue.

TIPS

Feeding Practices:

- Encourage self-feeding and the use of age-appropriate utensils as the infant develops.
- Engage the infant in the feeding process and respond to their cues of hunger and satiety.
- Maintain a calm, responsive, and nurturing feeding environment.

2. Facilitator divides participants into small groups.
3. **ASK**> *Plan a menu of homemade, age-appropriate baby food recipes.*
4. Each group will share their menu and the rationale behind their choices.
5. Facilitate a discussion on the effectiveness of the different menus.
6. Emphasize the importance of consistently modeling and reinforcing kindness.

Activity: Wrap-Up and Reflection

Time: 10 minutes

Arrangement: Whole Group

1. Summarize the key takeaways from the session and emphasize the importance of optimal infant and young child nutrition practices.
2. Invite participants to share their commitments to implementing these recommendations in their work with families and communities.
3. Provide information on additional resources and support available



Session Title: Activity 62 - Home-made Obstacle Course

Training Session Summary

Duration: 1 hr. and 30 minutes

Tagline

How physical challenges can teach you more than you think!

Age Range

3-5 years



The Why (Key Message)

Early childhood is an important time for developing lifelong motor skills. Children need to play every day to practice these skills. Home-made “obstacle courses” are a fun way for children to challenge themselves by climbing, balancing, jumping, bending, reaching, and crawling through, over, and under different things. Children who navigate obstacle courses also practice creativity and learn problem-solving skills and mathematical ideas (eg, position).

Learning Objectives

By the end of this activity, participants will be able to:

- Identify ways to develop their child's gross motor skills, including coordination, balance, and agility, through homemade obstacle courses.
- Recognize how obstacle course activities can foster their child's problem-solving and creative thinking skills.
- Understand how obstacle course play can help their child explore mathematical concepts like position, spatial awareness, and sequencing.
- Learn strategies to encourage collaboration and teamwork between siblings or playmates during obstacle course challenges.



Sensitivity Note

- Recognize that caregivers may have varying levels of confidence, experience, and comfort with physical activities. Encourage participation at their own pace and comfort level.
- Be sensitive to any physical limitations, disabilities, or health conditions that caregivers may have, and provide appropriate adaptations or alternatives as needed.
- Acknowledge that some caregivers may have cultural, religious, or personal beliefs that influence their perspectives on physical play and risk-taking. Approach these topics with respect and openness to diverse viewpoints.
- Be aware that some caregivers may have trauma or adverse experiences related to physical activities from their own childhood. Provide a safe and supportive environment for them to engage in the activity.
- Encourage caregivers to prioritize the safety and well-being of their children when designing and supervising the obstacle course. Provide guidance on risk assessment and mitigation strategies.
- Foster an atmosphere of mutual respect, collaboration, and non-judgment, allowing caregivers to share their experiences and concerns openly.

Resources Required

- Trainee handbook with the information from the "Activity 62 - Home-made obstacle course"
- Household items of chairs, cushions, sheets, boxes, and clean, smooth wooden planks
- Open indoor or outdoor space to set up the obstacle course



Preparation Required

- Gather household items for the obstacle course (chairs, cushions, boxes, etc.)
- Select a suitable indoor or outdoor space in the home
- Assess the abilities and needs of the participating children
- Design and test the obstacle course configuration
- Plan for appropriate supervision and safety measures

Training Session Overview

The "Activity 62 - Home-made Obstacle Course" training session focuses on empowering caregivers to create engaging and developmentally appropriate obstacle courses using simple household items. The session begins by highlighting the benefits of obstacle course play, including its positive impact on children's physical, cognitive, and social-emotional development. Facilitators then guide participants through the process of designing and setting up their own obstacle courses, encouraging them to consider the varying abilities and needs of the children who will be using them.



Participants have the opportunity to collaborate in small groups, share ideas, and receive feedback on their obstacle course designs. The training also includes a hands-on component where caregivers can set up and explore the obstacle courses with their children, fostering observation and problem-solving skills. The session concludes with a group reflection, allowing participants to share their experiences, discuss implementation strategies, and commit to incorporating obstacle course activities into their daily routines at home.



Present

Activity: Introduction to Homemade Obstacle Course

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to home-made obstacle course
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 55 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees

Participants will be able to:

- **Identify ways to develop their child's gross motor skills, including coordination, balance, and agility, through home-made obstacle courses.**
- **Recognize how obstacle course activities can foster their child's problem-solving and creative thinking skills.**
- **Understand how obstacle course play can help their child explore mathematical concepts like position, spatial awareness, and sequencing.**
- **Learn strategies to encourage collaboration and teamwork between siblings or playmates during obstacle course challenges.**



Activity: Benefits of Obstacle Course Play

Time: 30 minutes

Arrangement: Whole Group

1. Present the key developmental benefits of obstacle course activities for children.

Physical Development:

- **Improved gross motor skills (e.g., running, jumping, climbing)**
- **Enhanced balance, coordination, and body awareness**
- **Increased physical activity and exercise**

TIPS



Cognitive Development:

- **Problem-solving skills and critical thinking**
- **Spatial awareness and problem-solving**
- **Creativity and imagination in course design**

Social-Emotional Development:

- **Opportunities for collaboration and teamwork**
- **Increased confidence and self-esteem**
- **Emotional regulation and impulse control**

Motor Planning and Sequencing:

- **Ability to plan and execute a series of movements**
- **Development of executive function skills**
- **Improved task completion and follow-through**

Sensory Exploration:

- **Engaging multiple senses (sight, touch, balance)**
- **Exposure to different textures, surfaces, and sensations**
- **Heightened awareness of the body's movements**

2. Facilitate group discussion on the importance of promoting active play.



- **Supports healthy physical development**
- **Enhances cognitive and problem-solving skills**
- **Fosters social-emotional skills and well-being**
- **Encourages creativity and imaginative thinking**
- **Provides opportunities for sensory exploration**
- **Helps develop gross and fine motor coordination**
- **Promotes an active lifestyle and healthy habits**
- **Contributes to overall child development and learning**



TIPS

Practice

Activity: Obstacle Course Play

Time: 40 minutes

Arrangement: Whole Group

1. Divide into small groups of 4-5 participants.
2. Choose an active play scenario of an obstacle course
3. Assign roles within your group:
 - Facilitator: The person who will lead the activity and guide the caregivers and children.
 - Caregivers: 2-3 participants who will play the role of adult caregivers.
 - Children: 1-2 participants who will play the role of the children participating in the activity.
4. As a group, plan out the 5-7-minute role-play performance. Think about different ways your child can move through it, like crawling, jumping, balancing, or even rolling.
5. Demonstrate the play and collect feedback from the larger group



Practice

Activity: Obstacle Course Play

Time: 40 minutes

Arrangement: Whole Group

1. Divide into small groups of 4-5 participants.
2. Choose an active play scenario of an obstacle course
3. Assign roles within your group:
 - Facilitator: The person who will lead the activity and guide the caregivers and children.
 - Caregivers: 2-3 participants who will play the role of adult caregivers.
 - Children: 1-2 participants who will play the role of the children participating in the activity.
4. As a group, plan out the 5-7-minute role-play performance. Think about different ways your child can move through it, like crawling, jumping, balancing, or even rolling.
5. Demonstrate the play and collect feedback from the larger group



Activity: Wrap-Up and Reflection

Time: 10 minutes

Arrangement: Whole Group

1. Summarize the session and emphasize the importance of the facilitator's role.
2. Invite participants to share their commitments to implementing these recommendations in their work with families and communities.
3. Provide information on additional resources and support available

Session Title: Activity 117 - Safety First

Training Session Summary Duration: 1 hr. and 30 minutes

Tagline

As a family, regularly talk about safety rules, like not touching fire or running onto the road. They need to see others model safe behavior too!

Age Range

1-5 years

The Why (Key Message)



Keeping children safe is so important. Young children can have accidents that cause injuries. If severe enough, these can harm their development. Accidents that cause injuries can occur both inside and outside the home (eg, burns, falls, poisoning, traffic accidents, drowning). Young children are curious and love to explore, but sometimes they don't understand the possible risks associated with their actions. With supervision, rules, and safety measures in place, some accidents can be prevented!



Learning Objectives

By the end of this session, participants will be able to:

- Explain the importance of safety in early childhood settings.
- Identify common safety hazards and risks for young children.
- Develop strategies to create and maintain a safe environment for children.
- Plan engaging, age-appropriate activities that teach children about safety.



Sensitivity Note

- This activity acknowledges the critical importance of safety in early childhood settings, while recognizing that participants may have diverse experiences and perspectives.
- Facilitators should be mindful of this diversity and create an inclusive environment where all ideas and concerns are respected.
- The activities should be adapted to address the unique safety needs and cultural considerations of the target community.

Resources Required

- Trainee handbook with the information from "Activity 117 - Safety First"
- Flip chart paper and markers
- Projector and slides (optional)
- Scenario cards depicting common safety hazards (e.g., choking, falls, fire hazards).

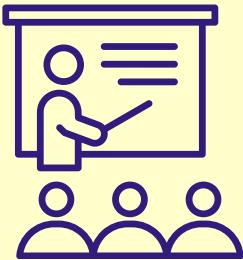
Preparation Required

- Research common safety hazards and best practices for creating safe environments for young children.
- Identify a range of safety-related topics and activities that can be adapted for the target age group.
- Prepare a brief presentation on the importance of safety in early childhood settings.
- Develop discussion questions and small group activities to engage participants.
- Gather relevant materials and resources to support the planned activities.



Training Session Overview

The goal for the "Safety First" training session is to equip participants with the knowledge and skills to create and maintain safe environments for young children. The facilitator begins by presenting the importance of safety, highlighting the connection between a safe setting and children's overall well-being and development. During the interactive portion, participants explore common safety hazards, such as choking risks, fall hazards, and fire dangers. They discuss strategies for identifying and mitigating these risks, drawing on their own experiences and best practices.



The facilitator then guides participants in planning engaging, age-appropriate activities that teach children about safety, such as role-playing emergency scenarios or creating safety-themed art projects. Throughout the session, the facilitator fosters an atmosphere of collaboration and open dialogue, encouraging participants to share their insights and concerns. The session aims to empower participants with practical tools and resources to ensure the physical and emotional safety of the children in their care, ultimately supporting their holistic development and well-being.

Present

Activity: Introduction to Safety First

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Activity 117 - Safety First
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 57 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees





Participants will be able to:

- Explain the importance of safety in early childhood settings.
- Identify common safety hazards and risks for young children.
- Develop strategies to create and maintain a safe environment for children.
- Plan engaging, age-appropriate activities that teach children about safety.

Activity: The Importance of Safety

Time: 30 minutes

Arrangement: Whole Group

1. Present the impact of safety on children's well-being and development.

Physical Safety and Development:

- Unintentional injuries are a leading cause of death and disability for young children.
- Safe environments with proper safety measures can prevent many accidents and injuries.
- When children feel secure, they are more likely to explore, take risks, and engage in physical activity, supporting their motor development.

TIPS

Emotional Safety and Well-being:

- Children who feel safe and secure develop greater trust, confidence, and emotional regulation.
- Unsafe or unstable environments can lead to increased stress, anxiety, and difficulty forming healthy attachments.
- Emotional safety allows children to focus on learning, social-emotional development, and overall well-being.



Long-term Impacts:

- **Children who grow up in safe, nurturing environments are more likely to develop resilience, problem-solving skills, and a positive self-image.**
- **Safety and security in early childhood lay the foundation for future health, academic success, and positive relationships.**
- **Investing in safety promotion and prevention is crucial for supporting children's holistic development and long-term outcomes.**

TIPS

2. Emphasize the role of caregivers and educators in creating and maintaining safe environments.

- **Identify and mitigate safety hazards in the early childhood setting**
- **Implement comprehensive safety protocols and emergency procedures**
- **Provide close supervision and age-appropriate guidance to children**
- **Teach children about safety through engaging, hands-on activities**
- **Establish and consistently enforce safety-focused rules and expectations**
- **Collaborate with families to ensure a shared commitment to safety**
- **Regularly review and update safety policies and practices**
- **Participate in ongoing training and professional development on safety**
- **Serve as role models, demonstrating safe behaviors for children to emulate**
- **Advocate for improved safety standards and resources in the community**

TIPS



Practice

Activity: Identifying Safety Hazards

Time: 40 minutes Arrangement: Whole Group, Small Groups

1. Facilitator divides participants into small groups and provides them with scenario cards depicting common safety hazards (e.g., choking, falls, fire hazards).
2. **ASK>** *Identify the potential risks and discuss strategies for mitigating them.*
3. Encourage participants to share their proposed solutions with the larger group, fostering a collaborative learning environment.
4. Provide additional information and resources on addressing various safety concerns

Potential Risks:

- **Choking hazards (small parts, certain foods)**
- **Fall hazards (unstable furniture, unsafe playgrounds)**
- **Fire and burn risks (open flames, hot surfaces)**
- **Drowning risks (unsupervised access to water sources)**
- **Toxic or poisonous substances (cleaning products, medications)**
- **Exposure to infectious diseases (improper hygiene, contaminated surfaces)**

TIPS

Strategies for Mitigation:

- **Carefully inspect the environment and remove or secure hazardous items**
- **Implement appropriate safety features (e.g., child-proof locks, safety gates)**
- **Provide close, attentive supervision of children at all times**
- **Teach children about safety through engaging, age-appropriate activities**
- **Establish and consistently enforce clear safety-focused rules**
- **Maintain high standards of cleanliness and sanitation**
- **Ensure all staff are trained in first aid and emergency response**
- **Develop and regularly practice emergency evacuation procedures**
- **Collaborate with families to reinforce safety practices at home**





Activity: Wrap-Up and Reflection

Time: 10 minutes

Arrangement: Whole Group

1. Invite participants to reflect on the key takeaways from the session and how they can apply the learnings in their own settings.
2. Guide participants in creating individual action plans, outlining specific steps they will take to enhance safety practices.
3. Encourage participants to share their action plans and provide peer support and accountability.
4. Conclude the session by emphasizing the critical role of safety in supporting children's overall well-being and development.





Play

Part 2: Thrive by Five Training Session – Play

Training Objectives

Upon completing the Thrive by Five Training sessions focused on the Play domain, trainees will be able to:

- Facilitate engaging, age-appropriate activities that foster children's creativity, problem-solving, and self-expression through visual arts, music, and movement.
- Encourage the development of gross and fine motor skills, spatial awareness, and body control through playful, hands-on exploration.
- Support children's emotional well-being, positive self-concept, and social skills through play-based interactions and collaborative activities.
- Empower caregivers to create and maintain safe, stimulating home environments that promote learning through play.

Session Title: Re-cap

Make a circle and use the feedback ball to take turns across participants to say one thing they learn from last session and quickly re-cap .	Day three	15 minutes
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Thrive by Five Training Sessions - Play

Session Title: Activity 32 - Drawing me, Drawing you

Required	Introduction to Drawing me, drawing you	10 minutes
Required	Exploring Self-Portrait Drawing	30 minutes
Optional	Drawing Exercise	40 minutes
Required	Wrap-up and Reflection	10 minutes

Break 20 minutes

Session Title: Activity 81 - Feel the rhythm!

Required	Introduction to Feel the Rhythm!	10 minutes
Required	Benefits of Feel the Rhythm	30 minutes
Optional	Hands-On Rhythmic Exploration and Dance	40 minutes
Required	Wrap-up and Resources	10 minutes

Break 20 minutes**Session Title: Activity 121- Riddles help children learn**

Required	Introduction to Riddles help children learn	10 minutes
Required	The Power of Riddles	20 minutes
Optional	Riddle-Based Activities	40 minutes
Required	Wrap-up and Reflection	10 minutes

Break 20 minutes

Required	Post-test	10 minutes
Required	Closing	

Part 2: Thrive by Five Training Sessions - Play

Session Title: Activity 32 - Drawing Me, Drawing You

Training Session Summary

Duration: 1 hr. and 30 minutes

Tagline

Discover how drawing connects what we see with what we feel.

Age Range

3-5 years



The Why (Key Message)

Many children love to be creative and make art. Drawing a picture of something (eg, someone's face) can help children develop important thinking and movement skills. Recreating something they see with their eyes as a drawing by moving their hands and fingers is one of those skills. Drawing faces can help children pay attention to facial expressions (eg, smiling, frowning). This can help them identify facial expressions in real social situations.

Learning Objectives

By the end of this session, participants will be able to:

- Describe the benefits of engaging children in self-portrait drawing activities.
- Identify strategies to facilitate and support children's self-portrait drawing.
- Recognize the importance of celebrating children's unique self-expression through drawing.



Sensitivity Note

- Be aware that some participants may have limited experience or confidence in their own artistic abilities, which could affect their participation.
- Encourage a non-judgmental and inclusive environment where all forms of self-expression are valued.
- Acknowledge that children's self-portraits may reflect their diverse cultural backgrounds and personal experiences.

Resources Required

- Trainee handbook with information from the "Activity 32 - Drawing me, drawing you" section.
- Drawing materials (e.g., paper, crayons, colored pencils, markers).
- Examples of children's self-portraits (with consent) to showcase during the session.

Preparation Required

- Familiarize yourself with the developmental stages and characteristics of children's self-portrait drawings.
- Identify strategies to encourage and support children's self-expression through drawing.
- Arrange the training space to allow for individual and collaborative drawing activities.
- Plan the small group discussion and hands-on drawing exercise, including necessary materials and facilitation approach.
- Allocate sufficient time for each section of the training session.
- Be prepared to manage the session's pace and ensure all learning objectives are addressed.





Training Session Overview

The training session on "Activity 32 - Drawing me, drawing you" focuses on the benefits of engaging children in self-portrait drawing activities and strategies to facilitate and support this practice. The facilitator begins by leading a discussion on the cognitive, social-emotional, and creative development that self-portrait drawing can foster in young children.

Participants then engage in a hands-on drawing exercise where they create their own self-portraits, reflecting on the process and the insights it provides. The session also covers ways to encourage and celebrate children's unique self-expression through drawing, emphasizing the importance of a non-judgmental and inclusive environment. The training concludes with a reflection on the key takeaways and participants' commitments to incorporating self-portrait drawing activities into their early childhood settings.



Present

Activity: Introduction to Drawing Me, Drawing You

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to Drawing me, drawing you
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 65 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees.



Participants will be able to:

- **Describe the benefits of engaging children in self-portrait drawing activities.**
- **Identify strategies to facilitate and support children's self-portrait drawing.**
- **Recognize the importance of celebrating children's unique self-expression through drawing.**

Activity: Exploring Self-Portrait Drawing

Time: 30 minutes

Arrangement: Whole Group, Pair

1. **ASK>** Share your own experiences with self-portrait drawing and drawing others and things, both as children and as early childhood educators.
2. Request participants to discuss in pairs the above question



As Children:

- Enjoyed the freedom of self-expression through drawing
- Experimented with different materials and techniques
- Focused on capturing specific details or significant features
- Felt a sense of pride and accomplishment in their creations
- Treasured the self-portraits as a way to document their growth


TIPS
As Early Childhood Educators:

- Witnessed the joy and engagement of children during drawing activities
- Observed how self-portrait drawing supported children's developing self-awareness
- Celebrated the diversity of children's self-expressions and interpretations
- Encouraged children to share the stories and meanings behind their drawings
- Displayed children's self-portraits to foster a sense of belonging and community
- Recognized the potential of drawing activities to unlock children's creativity and problem-solving skills

3. Discuss the cognitive, social-emotional, and creative benefits of self-portrait drawing for young children



TIPS

Cognitive Benefits:

- **Develop observational and analytical skills as children study their own features**
- **Enhance problem-solving and decision-making abilities as children explore different drawing techniques**
- **Supports the development of spatial awareness and fine motor skills**
- **Fosters memory and recall as children represent their own image on paper**

Social-Emotional Benefits:

- **Builds self-awareness and a sense of identity as children reflect on their unique characteristics**
- **Promotes self-esteem and confidence as children take pride in their self-portraits**
- **Encourages self-expression and the ability to communicate thoughts and feelings**
- **Strengthens social connections as children share and discuss their drawings**

Creative Benefits:

- **Allows for open-ended exploration and experimentation with various materials and techniques**
- **Nurtures imagination and creativity as children interpret their own appearances in unique ways**
- **Supports the development of artistic skills and visual-spatial reasoning**
- **Fosters a sense of accomplishment and personal agency through the act of creating**

4. Encourage participants to consider how self-portrait drawing can support children's developing sense of identity and self-awareness.



Practice

Activity: Portrait Collaboration

Time: 40 minutes

Arrangement: Whole Group, Small Group

1. Divide participants into pairs or small groups of 3-4 people.
2. Explain that each participant will take turns being the "model" while the others in the group draw them.
3. Encourage participants to take some time to observe their partner or group member, paying attention to their unique features, expressions, and mannerisms.
4. Provide participants with drawing materials and invite them to create a portrait of the person they are observing.
5. Encourage them to experiment with different drawing techniques and to focus on capturing the essence of the person they are drawing.
6. After 10-15 minutes, invite participants to switch roles, so that everyone has a chance to be both the model and the artist.
7. Once everyone has completed their drawings, facilitate a sharing and discussion session.
8. Ask participants to present their drawings and share their experience of the process.
9. Encourage participants to reflect on the challenges and insights they gained from drawing someone else
10. Discuss how this activity can be adapted and incorporated into children to promote empathy, observation skills, and creative expression.



Promoting Empathy:

- Encourage children to share their drawings and the stories behind them
- Facilitate discussions about the similarities and differences they notice
- Emphasize the importance of listening, understanding, and celebrating each other's uniqueness

TIPS



Developing Observation Skills:

- Provide opportunities for children to observe their peers in various poses or expressions
- Encourage them to pay attention to specific details, such as facial features, body language, and clothing
- Guide children in using their observational skills to accurately capture the essence of their subject

Fostering Creative Expression:

- Emphasize the process rather than the final product, celebrating each child's unique interpretation

Activity: Wrap-Up and Resources

Time: 10 minutes

Arrangement: Whole Group

1. Provide participants with any additional resources, such as the trainee handbook section on "Activity 32 - Drawing me, drawing you."
2. Invite participants to ask any final questions or share additional thoughts.
3. Reiterate the importance of fostering a culture that values and nurtures children's self-expression.



Session Title: Activity 81 - Feel the rhythm!

Training Session Summary

Duration: 1 hr. and 30 minutes

Tagline

How does dancing help build a baby's brain?

Age Range

1.5-5 years



The Why (Key Message)

Children are not born with the ability to control their body easily and smoothly. Developing fine movement skills requires lots of watching and learning from others and trying new things. A child's brain does this by creating new connections and removing old connections to create a better library of skilled muscle and movement memories. Learning simple dances from parents and family is a good way for children to develop these fine movement skills and memories.

Learning Objectives

By the end of this session, participants will be able to:

- Recognize the importance of incorporating rhythm and movement activities in early childhood settings.
- Explore various ways to engage children in rhythmic and musical experiences.
- Identify strategies to support children's development of motor skills, self-expression, and social-emotional skills through rhythm-based activities.



Sensitivity Note

- Be mindful of participants' varying levels of comfort and experience with music and movement activities.
- Ensure the activities are inclusive and accommodate diverse needs and abilities.
- Respect participants' personal preferences and cultural backgrounds when introducing rhythmic elements.



Resources Required

- Audio players and speakers for music playback
- Open space for movement and dance
- Trainee handbook with information on the benefits of rhythm and movement activities

Preparation Required

- Diverse selection of age-appropriate rhythmic music and songs.
- Familiarize yourself with different rhythm-based games, activities, and teaching strategies.
- Arrange the training space to allow for both individual and group movement and exploration.
- Prepare any necessary handouts or visual aids to support the session's learning objectives.
- Allocate sufficient time for the hands-on activities and group discussions.

Training Session Overview

The "Feel the rhythm!" session focuses on the importance of incorporating rhythmic and movement-based experiences in early childhood settings. The facilitator begins by leading a discussion on the cognitive, physical, and social-emotional benefits of engaging children in rhythm-based activities. Participants then have the opportunity to actively explore different percussion instruments and experiment with creating their own rhythms and patterns.



The session also includes group activities that encourage children to move and dance to the beat, fostering self-expression, motor skills, and social interaction. Participants will have the chance to share their insights and ideas on how to effectively integrate rhythm and movement into their daily practice, with the facilitator providing guidance and suggestions. The training concludes with a reflection on the key takeaways and participants' commitments to incorporating rhythmic and musical experiences into their early childhood settings, with a focus on supporting children's holistic development.



Present

Activity: Introduction to Feel the Rhythm!

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Introduction to Feel the Rhythm!
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 69 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees

Participants will be able to:

- **Recognize the importance of incorporating rhythm and movement activities in early childhood settings.**
- **Explore various ways to engage children in rhythmic and musical experiences.**
- **Identify strategies to support children's development of motor skills, self-expression, and social-emotional skills through rhythm-based activities.**



Activity: Benefits of Feel the Rhythm

Time: 30 minutes

Arrangement: Whole Group

1. Present the key developmental benefits of feel the rhythm



Motor Skill Development:

- Enhances gross and fine motor coordination
- Strengthens hand-eye coordination and dexterity

Cognitive Skills:

- Supports pattern recognition and problem-solving
- Encourages creativity and divergent thinking
- Develops attention, focus, and memory

Social-Emotional Skills:

- Fosters social interaction, cooperation, and teamwork
- Boosts self-confidence, self-regulation, and emotional expression
- Promotes overall well-being and self-esteem

Language and Communication:

- Enhances language development, vocabulary, and verbal expression
- Facilitates turn-taking and conversational skills
- Strengthens communication abilities

Cultural Awareness and Appreciation:

- Fosters cultural awareness and sensitivity
- Promotes understanding and appreciation of diversity
- Builds a sense of community and belonging

TIPS



2. Facilitate group discussion on the importance of promoting active play.

Practice

Activity: Hands-On Rhythmic Exploration and Dance

Time: 40 minutes

Arrangement: Whole Group, Small Group

1. Divide into small groups of 4-5 participants.
2. Collaborate to develop synchronized rhythmic performance using surrounding materials (hands, pens, papers, and the like)
3. As a group, plan out the 5-7-minute performance



4. Demonstrate the performance and collect feedback from the larger group
5. Discuss ways to engage families and the broader community in rhythm-based activities.

Activity: Wrap-Up and Reflection**Time: 10 minutes****Arrangement: Whole Group**

1. Lead a reflective discussion on the key takeaways from the session.
2. Invite participants to share their commitments and action plans for incorporating rhythm and movement into their daily practice.
3. Emphasize the importance of continuous learning and collaboration in promoting the holistic development of young children.
4. Close the session with a positive note and express appreciation for the participants' engagement and contributions.



Session Title: Activity 121 - Riddles Help Children Learn

Training Session Summary

Duration: 1 hr. and 20 minutes

Tagline

A fun way to build thinking skills!

Age Range

4-5 years

The Why (Key Message)



Riddles are a fun, playful, and challenging way for children to learn a wide range of skills. Solving riddles involves linking ideas creatively to work out answers. Riddles can help children become school-ready by developing skills such as general knowledge, critical thinking, problem-solving, language, turn-taking, and creativity. Word games like riddles give children an opportunity to bond with adults and children. They can be a fun way of connecting with others and strengthening a child's sense of belonging.

Learning Objectives

By the end of this session, participants will be able to:

- Explain the educational benefits of using riddles with young children.
- Identify strategies for incorporating riddles into early childhood activities.
- Create and share age-appropriate riddles that support children's learning.



Sensitivity Note

- This activity recognizes that riddles can be cultural in nature, and facilitators should be mindful of diverse backgrounds and perspectives.
- The facilitator should create an inclusive environment where participants feel comfortable sharing and discussing riddles from their own experiences.
- Adaptations may be necessary to ensure the riddles are appropriate and engaging for the target age group and community.

Resources Required

- Trainee handbook with information from "Activity 121 - Riddles Help Children Learn"
- Flip chart paper and markers
- Projector and slides (optional)
- Examples of children's riddle books or resources
- Materials for creating and sharing riddles (e.g., paper, writing utensils, sticky notes)

Preparation Required

- Research the educational benefits of using riddles with young children.
- Identify a variety of age-appropriate riddles that cover different learning domains (e.g., language, problem-solving, critical thinking).
- Prepare a brief presentation on the value of incorporating riddles into early childhood activities.
- Develop interactive activities and discussion questions to engage participants.
- Gather relevant materials and resources to support the planned activities.



Training Session Overview

The goal of this training session is to equip participants with the knowledge and skills to effectively use riddles in early childhood education settings. The facilitator presents the educational benefits of incorporating riddles, highlighting their potential to enhance language development, promote critical thinking, and foster creativity and imagination. Participants explore strategies for integrating riddles into daily activities, thematic units, and hands-on learning experiences.

The facilitator guides the participants in creating age-appropriate riddles and devising ways to engage children in riddle-based activities. Throughout the session, the facilitator fosters an atmosphere of collaborative learning, encouraging participants to share their insights, examples, and cultural traditions. The session seeks to empower participants with practical tools and resources to effectively use riddles to support children's holistic development. The training session recognizes the diverse learning needs and backgrounds of the participants, and the facilitator creates an inclusive environment where all ideas and contributions are respected.



Present

Activity: Introduction to Riddles Help Children Learn

Time: 10 minutes

Arrangement: Whole Group

1. Tell trainees that they will now practice the next activity in the lesson, Riddles help children learn
2. Give trainees 10 seconds to think silently. Ask them not to consult their handbook. They should think about it from their own lives.
3. Ask participants to turn in to page 71 of the Trainee's Handbook and follow along.
4. Present the objectives of the lesson to the trainees



Participants will be able to:

- Explain the educational benefits of using riddles with young children.
- Identify strategies for incorporating riddles into early childhood activities.
- Create and share age-appropriate riddles that support children's learning



Activity: The Power of Riddles

Time: 20 minutes

Arrangement: Whole Group

1. Present the educational benefits of using riddles

- Enhancing language development and vocabulary
- Promoting critical thinking and problem-solving skills
- Fostering creativity and imagination
- Supporting social-emotional development



2. Encourage participants to share their own insights and examples.

Practice

Activity: Riddle-Based Activities

Time: 40 minutes

Arrangement: Whole Group, Small Groups

1. Facilitator divides participants into small groups
2. **ASK>** Create age-appropriate riddles-language, problem-solving, critical thinking?
3. Guide the groups in sharing their riddles and activity ideas with the larger group.
4. **ASK>** What are the devise strategies for integrating riddles into early childhood lessons and routines?





TIPS

- Incorporating riddles into daily activities like circle time or transitions
- Using riddles as prompts for children's stories and imaginative responses
- Embedding riddles within thematic units or hands-on learning experiences
- Encouraging children to share their own riddles and cultural traditions
- Displaying riddles in the classroom to promote problem-solving
- Adapting riddles to different developmental levels and learning styles
- Collaborating with families to share culturally relevant riddles

Activity: Wrap-Up and Resources

Time: 10 minutes

Arrangement: Whole Group

1. Lead a discussion on the key takeaways from the session.
2. Invite participants to share their commitments and plans for incorporating riddles into their practice.
3. Emphasize the importance of continuous learning and collaboration in supporting children's holistic development.
4. Close the session with a positive note and express appreciation for the participants' engagement.





Part 3- Resources



Annex

Post Test Assessments

Connect Domain

Instructions: After completing the training sessions, answer the following questions based on what you have learned. Circle only one answer for each question

1. Why do babies cry?
 - A. To annoy their caregivers
 - B. As a way to communicate their needs
 - C. Because they are learning to talk
 - D. To get attention only when they are hungry
2. What is the benefit of responding promptly to a crying baby?
 - A. It teaches the baby independence
 - B. It helps build trust and emotional regulation skills
 - C. It stops the baby from crying altogether
 - D. It prevents the baby from sleeping too much
3. What hormone is released during breastfeeding that supports bonding?
 - A. Adrenaline
 - B. Oxytocin
 - C. Serotonin
 - D. Cortisol
4. How can other family members benefit by bonding during breastfeeding?
 - A. They can play an active role in the baby's emotional development by interacting nearby
 - B. They can take over breastfeeding when the mother is tired
 - C. They should stay away to avoid disrupting the baby
 - D. They can teach the baby to feed independently
5. What is the impact of excluding children from groups based on their differences?
 - A. It helps them feel more independent
 - B. It fosters a sense of loneliness and disconnection
 - C. It improves their social-emotional well-being
 - D. It encourages them to work harder to fit in
6. What is the key role of adults in promoting inclusion among children?
 - A. Modeling inclusive behavior and creating safe environments
 - B. Avoiding discussions about diversity to protect children
 - C. Teaching children to only interact with people who are similar to them
 - D. Encouraging children to exclude peers who are different

Answer key: 1. B. 2. B 3BC 4.A 5. B 6.A

Talk Domain

Instructions: After completing the training sessions, answer the following questions based on what you have learned. Circle only one answer for each question.

1. What is one developmental benefit of singing with young children?
 - A. It limits their ability to express emotions
 - B. It supports language development and phonological awareness
 - C. It reduces their interest in social interaction
 - D. It encourages children to remain silent during routines
2. How can songs help children adapt to daily routines?
 - A. Songs make routines boring and repetitive
 - B. Songs introduce complex vocabulary that children don't understand
 - C. Songs reduce stress and help children feel calm during transitions
 - D. Songs prevent children from engaging with their caregivers
3. What is one way to create an inclusive singing session?
 - A. Only allow children who can sing well to participate
 - B. Provide options like clapping or humming for those uncomfortable with singing
 - C. Choose only traditional songs from one culture
 - D. Avoid any movement-based elements in songs
4. Why is teaching children about emotions important?
 - A. It helps them suppress their feelings
 - B. It supports healthy brain development and emotional regulation
 - C. It encourages them to avoid discussing their emotions
 - D. It leads to inappropriate behavior like yelling or hitting
5. What is one way children can express emotions through drawing?
 - A. By creating blank pages without meaning
 - B. By using colors, lines, and shapes to symbolize feelings
 - C. By avoiding emotional expressions in their art
 - D. By focusing only on drawing happy emotions
6. Which of the following is NOT a way children commonly express emotions?
 - A. Verbally—naming and discussing their feelings
 - B. Artistically—drawing or painting their emotions
 - C. Behaviorally—hitting or yelling without addressing their feelings
 - D. Physically—gestures, facial expressions, and body language

7. What is the primary benefit of engaging in "baby talk" with infants?
 - A. It strengthens their ability to bond with caregivers
 - B. It prevents babies from developing social skills
 - C. It limits their emotional responses to caregivers
 - D. It focuses only on teaching words, not emotions
8. Which of the following is an effective baby talk technique?
 - A. Using a monotone voice
 - B. Avoiding facial expressions
 - C. Narrating the moment with varied tones and expressive gestures
 - D. Ignoring the baby's vocalizations
9. Why is involving the whole family in baby talk beneficial?
 - A. It reduces the baby's ability to form emotional bonds with one caregiver
 - B. It provides diverse interactions and strengthens the baby's sense of belonging
 - C. It limits the baby's exposure to different social contexts
 - D. It focuses only on teaching the baby cultural norms

Answer key: 1. B 2. C 3. B 4. B 5. B 6. C 7. A 8. C 9. B

Community Domain

Instruction: After completing the training sessions, answer the following questions based on your learning. Circle only one answer for each question.

1. Why is teaching kindness to children important?
 - A. It helps children avoid expressing emotions
 - B. It ensures children grow into caring adults
 - C. It makes children more competitive
 - D. It focuses only on following rules
2. What is one benefit of dancing for children?
 - A. It only improves their physical skills
 - B. It provides a creative outlet and develops motor skills
 - C. It discourages interaction with peers
 - D. It limits their ability to express emotions
3. What is an example of a spiritual practice for children?
 - A. Ignoring emotions and avoiding reflection
 - B. Wishing happiness and health for others
 - C. Only participating in religious ceremonies
 - D. Avoiding any connection to nature or others
4. How can dance activities be made inclusive for children?
 - A. Only use music and props from one culture
 - B. Adapt activities to different age groups and use diverse props
 - C. Focus only on teaching complex choreography
 - D. Avoid using props or movement-based elements

Answer key: 1. B 2. B 3. B 4. B

Healthy Home Domain

Instructions: After completing the training sessions, answer the following questions based on what you have learned. Circle only one answer for each question.

1. Why is exclusive breastfeeding recommended for the first 6 months of a baby's life?
 - A. It provides only carbohydrates for energy
 - B. It contains everything babies need, including proteins, vitamins, and antibodies
 - C. It prevents babies from growing too quickly
 - D. It reduces the need for bonding with the mother
2. When should complementary foods be introduced to a baby's diet?
 - A. At 3 months of age
 - B. Around 6 months of age, while continuing breastfeeding
 - C. After the baby stops breastfeeding
 - D. At any age, as long as the baby can hold a spoon
3. What is one key benefit of breastfeeding for a baby's immune system?
 - A. It prevents the need for vaccinations
 - B. It contains antibodies that help fight infections
 - C. It eliminates the need for complementary foods
 - D. It reduces crying during feeding
4. Which of the following is a characteristic of appropriate complementary foods for 6-month-old babies?
 - A. Highly processed foods with added sugar
 - B. Pureed or mashed foods like bananas and sweet potatoes
 - C. Foods with high salt content
 - D. Small hard foods, such as whole nuts

Answer key: 1. B 2. B 3. B 4. B

Play Domain

Instructions: After completing the training sessions, answer the following questions based on what you have learned. Circle only one answer for each question.

1. What is one benefit of self-portrait drawing for children?
 - A. It discourages creativity and self-expression
 - B. It fosters self-awareness and builds confidence
 - C. It teaches children to replicate others' work perfectly
 - D. It limits their ability to reflect on their identity
2. How can self-portrait drawing support social-emotional development?
 - A. By focusing only on artistic skills
 - B. By promoting self-awareness and encouraging communication
 - C. By avoiding discussions about emotions and identity
 - D. By discouraging children from sharing their work
3. Why are rhythm and movement activities important for children?
 - A. They support motor skills, creativity, and social interaction
 - B. They teach children to sit still and follow strict rules
 - C. They focus only on memorizing dance steps
 - D. They limit opportunities for self-expression
4. How can rhythm-based activities promote cultural awareness?
 - A. By only using music from one cultural background
 - B. By fostering appreciation for diversity and building community
 - C. By focusing solely on physical movement without context
 - D. By discouraging children from exploring cultural differences

Answer key: 1. B 2. B 3. A 4. B

Scoring and Purpose

- Pre-Assessment: Measures participants' baseline knowledge before the training sessions.
- Post-Assessment: Evaluate participants' learning and the training program's effectiveness.

Scoring Guide:

Each correct answer is worth 1 point.

- Score 0-3: Needs Improvement
- Score 4-6: Moderate Understanding
- Score 7-9: Excellent Comprehension

Accident Prevention: The implementation of strategies and measures to reduce the risk of unintentional injuries or harm to young children.

Artistic Expression: The act of using various art mediums, such as singing, acting, drawing, painting, or sculpture, to convey thoughts, feelings, and perspectives.

Attachment: The strong emotional bond that develops between a child and their primary caregiver(s), which is crucial for a child's social-emotional development and sense of security.

Baby Talk: The use of exaggerated tones, facial expressions, and responsive vocalizations when communicating with infants to support their social and emotional development.

Balanced Diet: A dietary pattern that includes a variety of nutrient-dense foods, such as fruits, vegetables, whole grains, lean proteins, and healthy fats.

Belonging: The feeling of being accepted, included, and connected within a community or group.

Bonding: The process of forming a close, emotional connection between a caregiver and child, often facilitated through physical contact, eye contact, and responsive interactions.

Breastfeeding: The feeding of an infant with breast milk, which provides the ideal nutrition for healthy growth and development.

Caregiver: The primary adult(s) responsible for the care and nurturing of a child, such as parents, grandparents, or other family members.

Caring Community: A community where members actively demonstrate kindness, empathy, and concern for one another's well-being.

Child-Centered Approach: A philosophy that places the child's unique needs, interests, and abilities at the center of all interventions and activities.

Cognitive Development: The process of acquiring and developing mental abilities, such as problem-solving, memory, and language skills.

Communication: The exchange of information, ideas, and emotions between individuals, including verbal, non-verbal, and emotional cues.

Community Engagement: The active participation and involvement of community members, including leaders and influencers, in supporting and promoting Thrive by Five.

Complementary Feeding: The process of introducing safe and nutritious solid or semi-solid foods to an infant's diet, typically starting at 6 months of age, while continuing to breastfeed.

Creative Thinking: The ability to generate innovative ideas, explore possibilities, and find unique solutions to problems.

Crying: A baby's primary means of communicating their needs, such as hunger, tiredness, or discomfort, in the early months of life.

Cultural Awareness: The understanding and appreciation of diverse cultural beliefs, traditions, and practices.

Cultural Responsiveness: The ability to recognize, respect, and adapt to the diverse cultural contexts, customs, traditions, and beliefs of a community.

Cultural Sensitivity: The recognition and respect for the diverse cultural contexts, customs, traditions, and beliefs of the communities where Thrive by Five is implemented.

Dance: A form of physical expression and creative movement that can support children's physical, social, and emotional development.

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values, national origin, and political beliefs.

Drawing: The act of creating images by making marks on a surface using tools like pencils, crayons, or markers.

Early Childhood Development (ECD): The holistic growth and development of children from birth to age 8, encompassing physical, cognitive, linguistic, and socio-emotional domains.

Emotional Expression: The ability to identify, understand, and communicate one's feelings and emotions.

Emotional Regulation: The capacity to manage and respond to emotional experiences in an appropriate manner.

Fine Motor Skills: The ability to perform small, precise movements using the hands and fingers.

Gross Motor Skills: The abilities related to large muscle movements, such as walking, running, climbing, and jumping, which support overall physical development.

Holistic Development: The comprehensive approach to supporting a child's development across interconnected domains, including cognitive, emotional, physical, and linguistic aspects.

Imagination: The capacity to form new ideas, concepts, or mental images, especially in a creative way.

Immune System: The body's defense mechanism that helps protect against infections, illnesses, and diseases.

Inclusion: The act of making all individuals feel welcomed, respected, supported, and valued, regardless of their differences.

Kindness: The quality of being caring, compassionate, and considerate towards others.

Language Development: The process of acquiring and developing the ability to understand and use language, both verbal and non-verbal.

Malnutrition: A condition resulting from inadequate or imbalanced nutrient intake, which can lead to different forms of undernutrition or overnutrition.

Modeling: The process of demonstrating desired behaviors or skills for others to observe and emulate.

Motor Development: The process of acquiring and refining physical skills, including both gross motor and fine motor abilities.

Observation Skills: The ability to carefully examine and notice details about one's surroundings and the people, objects, or events within them.

Obstacle Course: A series of physical challenges and tasks designed to develop children's motor skills, problem-solving abilities, and spatial awareness.

Oxytocin: A hormone that is released during breastfeeding and other physical contact, which helps to promote bonding and social connection.

Participatory Learning: An educational model that emphasizes active involvement and collaboration among children, caregivers, and community members in the learning process.

Phonological Awareness: The understanding that spoken language is composed of individual sounds (phonemes) and sound patterns.

Play-Based Learning: An approach that utilizes play as a primary means of supporting children's cognitive, social, and emotional development through exploration, discovery, and experimentation.

Prebiotic: A type of dietary fiber that promotes the growth of beneficial gut bacteria, contributing to overall digestive and immune health.

Resilience: The ability to cope with and recover from difficulties, challenges, or adversity.

Responsive Interactions: Reciprocal communication and engagement between a caregiver and child, where the caregiver attunes to the child's cues and responds in a timely, sensitive manner.

Rhythm and Movement: The integration of music, dance, and other forms of physical expression to support development.

Safety Hazard: Any condition or situation that poses a potential risk of harm or injury to young children.

Self-Awareness: The understanding of one's own unique characteristics, thoughts, feelings, and behaviors.

Self-Expression: The act of conveying one's thoughts, feelings, and experiences through various means, such as drawing, storytelling, or creative play.

Self-Portrait: A representation of oneself, usually in the form of a drawing, painting, or other artistic medium, reflecting the individual's own interpretation of their appearance and identity.

Sensory Exploration: The process of using the senses (sight, sound, touch, taste, and smell) to investigate and learn about the environment.

Socio-Emotional Development: The process by which children acquire the skills to recognize and manage their emotions, develop positive relationships, and make responsible decisions.

Soothing Techniques: Methods used to calm and comfort a distressed infant, such as feeding, rocking, singing, or gentle touch.

Spatial Awareness: The understanding of one's body in relation to the surrounding environment, including the ability to perceive and navigate physical space.

Spatial Awareness: The understanding of one's body in relation to the surrounding environment, including the ability to perceive and navigate physical space.

Spirituality: The human search for meaning, purpose, and connection, which can be expressed through religious or non-religious practices and beliefs.

Supervision: The act of closely monitoring and guiding children's activities to ensure their safety and well-being.

Thrive by Five: A comprehensive early childhood development program that aims to enhance the well-being and holistic development of young children affected by conflict and crisis

Trauma-Informed: An approach that recognizes and responds to the impact of trauma on individuals, emphasizing the importance of creating a safe and supportive environment.

Visual-Spatial Reasoning: The ability to perceive, analyze, and manipulate visual information, including shapes, patterns, and spatial relationships.

Vocalization: The production of sounds, including babbling, cooing, and other forms of verbal expression, especially in young children.

Well-being: A state of being healthy, happy, and prosperous in various aspects of life, including physical, mental, emotional, and social.

This training is planned for 4 days with the undermentioned minutes of required and optional training. Adapt the training agenda below. The sessions marked as 'Required' must be delivered in their entirety, and the 'Recommended' sessions can be omitted entirely or modified for time and content.

DAY ONE

Priority	Session	Duration
Required	Welcome and setting expectations	5 minutes
Required	Co-creating rules	10 minutes
Required	Thrive by Five and session composition	15 minutes
Required	Pre-test	10 minutes
Part 2: Thrive by Five Training Session- Connect Session Title: Activity 120- Crying to Communicate		
Required	Why does my child cry?	15 minutes
Required	Recognizing infant cries	30 minutes
Required	Soothing techniques	30 minutes
Optional	Caregiver support strategies	20 minutes
Required	Wrap-up and reflection	10 minutes
Break 20 minutes		

Session Title: Activity 11- Breastfeeding bonding time		
Required	Introduction to Breastfeeding bonding	10 minutes
Required	Importance of breastfeeding for bonding and social development	15 minutes
Required	Bonding Strategies	30 minutes
Optional	Involving Family Members	15 minutes
Required	Wrap-up and reflection	10 minutes
Break 90 minutes		
Session Title: Activity 112- Celebrating diversity		
Required	Introduction to Celebrating Diversity	10 minutes
Required	Diverse children and inclusive scenarios	30 minutes
Optional	Role of adults in modeling inclusive behavior	15 minutes
Required	Key takeaways and reflection	10 minutes
Break 15 minutes		

Part 2: Thrive by Five Training Sessions – Talk
Session Title: Activity 10 - Sing along together

Required	Introduction to sing-along together	10 minutes
Required	Benefits of Singing	30 minutes
Required	Sing-Along Activities	40 minutes
Required	Wrap-up and reflection	10 minutes

DAY TWO

Session Title: Re-cap

Make a circle and use the feedback ball to take turns across participants to say one thing they learn from the last session and quickly re-cap.	Day one	15 minutes
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Session Title: Activity 33- Drawing Emotions

Required	Introduction to Drawing Emotions	10 minutes
Required	Emotion exploration	10 minutes
Optional	Drawing Emotions	30 minutes
Required	Wrap-up and reflection	10 minutes

Break 15 minutes

Session Title: Activity 56 - Baby talk		
Required	Introduction to baby talk	10 minutes
Required	Understanding Baby Talk	40 minutes
Optional	Practicing Baby Talk	40 minutes
Required	Wrap-up and reflection	10 minutes
Break 90 minutes		
Part 2: Thrive by Five Training Sessions – Community		
Session Title: Activity 46 - Being Kind		
Required	Introduction to Safety First	10 minutes
Required	What is Kindness?	20 minutes
Optional	Encouraging Kind Behaviors in Children	20 minutes
Required	Wrap-up and reflection	10 minutes
Break 20 minutes		
Session Title: Activity 64- Let's Dance!		
Required	Introduction to Let's Dance!	10 minutes
Required	Exploring Dance Techniques	30 minutes
Optional	Activity Planning	40 minutes
Required	Wrap-Up and Reflection	10 minutes

DAY THREE

Session Title: Re-cap		
Make a circle and use the feedback ball to take turns across participants to say one thing they learn from the last session and quickly re-cap.	Day Two	15 minutes
Session Title: Activity 105- Celebrating Spirituality		
Required	Introduction to Celebrating Spirituality	10 minutes
Required	The Role of Spirituality in Children's Well-being	30 minutes
Required	Exploring Spiritual Practices	30 minutes
Required	Wrap-Up and Resources	10 minutes
Break 20 minutes		

Part 2: Thrive by Five Training Sessions – Healthy Home Session Title: Activity 57 - Nutrition for babies		
Required	Introduction to nutrition for babies	10 minutes
Required	The Benefits of Breastfeeding	40 minutes
Optional	Complementary Feeding	40 minutes
Required	Wrap-Up and Reflection	10 minutes
Break 90 minutes		
Session Title: Activity 62- Home made obstacle course		
Required	Introduction to home-made obstacle course	10 minutes
Required	Benefits of Obstacle Course Play	30 minutes
Optional	Obstacle Course Play	40 minutes
Required	Wrap-up and Reflection	10 minutes
Break 20 minutes		

Session Title: Activity 117- Safety first		
Required	Introduction to Safety first	10 minutes
Required	The Importance of Safety	30 minutes
Optional	Identifying Safety Hazards	40 minutes
Required	Wrap-Up and Reflection	10 minutes

DAY FOUR

Session Title: Re-cap		
Make a circle and use the feedback ball to take turns across participants to say one thing they learn from last session and quickly re-cap .	Day Three	15 minutes
Part 2: Thrive by Five Training Sessions – Play		
Session Title: Activity 32 - Drawing me, drawing you		
Required	Introduction to Drawing me, drawing you	10 minutes
Required	Exploring Self-Portrait Drawing	30 minutes
Optional	Drawing Exercise	40 minutes
Required	Wrap-Up and Reflection	10 minutes
Break 20 minutes		

Session Title: Activity 81 - Feel the rhythm!		
Required	Introduction to Feel the Rhythm!	10 minutes
Required	Benefits of Feel the Rhythm	30 minutes
Optional	Hands-On Rhythmic Exploration and Dance	40 minutes
Required	Wrap-Up and Resources	10 minutes
Break 90 minutes		
Session Title: Activity 121- Riddles help children learn		
Required	Introduction to Riddles help children learn	10 minutes
Required	The Power of Riddles	20 minutes
Optional	Riddle-Based Activities	40 minutes
Required	Wrap-up and Reflection	10 minutes
Break 20 minutes		
Required	Post- Test	10 minutes
Required	Closing	

Connect Domain	Checklist
Trainee manual with the information from the "Activity 120 - Crying to communicate" section	<input type="checkbox"/>
Audio/video clips of different infant cries (e.g., hungry, tired, distressed)	<input type="checkbox"/>
Soft blankets, toys, or other comfort items	<input type="checkbox"/>
Trainee handbook with the information from "Activity 64 - Let's Dance!"	<input type="checkbox"/>
Open space for participants to move freely	<input type="checkbox"/>
Music player and a variety of child-friendly music selections	<input type="checkbox"/>
Visual aids (e.g., posters, handouts) demonstrating dance steps and movements	<input type="checkbox"/>
Props (e.g., scarves, ribbons, beanbags) to incorporate into dance activities	<input type="checkbox"/>
Worksheets or templates for activity planning	<input type="checkbox"/>
Trainee handbook with the information from "Activity 105 - Celebrating spirituality"	<input type="checkbox"/>
Flip chart paper and markers	<input type="checkbox"/>
Projector and slides (optional)	<input type="checkbox"/>
Examples of spiritual practices and activities (e.g., songs, stories, rituals)	<input type="checkbox"/>
Art supplies for creating spiritual representations (e.g., beads, paints, clay)	<input type="checkbox"/>

Community Domain	Checklist
Trainee handbook with the information from "Activity 46 – Being kind"	<input type="checkbox"/>
Flip chart paper and markers	<input type="checkbox"/>
Projector and slides (optional)	<input type="checkbox"/>
Trainee handbook with the information from "Activity 64 - Let's dance!"	<input type="checkbox"/>
Open space for participants to move freely	<input type="checkbox"/>
Music player and a variety of child-friendly music selections	<input type="checkbox"/>
Visual aids (e.g., posters, handouts) demonstrating dance steps and movements	<input type="checkbox"/>
Props (e.g., scarves, ribbons, beanbags) to incorporate into dance activities	<input type="checkbox"/>
Worksheets or templates for activity planning	<input type="checkbox"/>
Trainee handbook with the information from "Activity 105 - Celebrating spirituality"	<input type="checkbox"/>
Flip chart paper and markers	<input type="checkbox"/>
Projector and slides (optional)	<input type="checkbox"/>
Examples of spiritual practices and activities (e.g., songs, stories, rituals)	<input type="checkbox"/>
Art supplies for creating spiritual representations (e.g., beads, paints, clay)	<input type="checkbox"/>

Healthy Home Domain	Checklist
Trainee handbook with the information from the "Activity 57 - Nutrition for Babies" section	<input type="checkbox"/>
Visual aids (e.g., posters, images) demonstrating appropriate complementary feeding practices	<input type="checkbox"/>
Trainee handbook with the information from "Activity 62 - Home-made obstacle course"	<input type="checkbox"/>
Household items of chairs, cushions, sheets, boxes, and clean, smooth wooden planks	<input type="checkbox"/>
Open indoor or outdoor space to set up the obstacle course	<input type="checkbox"/>
Trainee handbook with the information from "Activity 117 - Safety First"	<input type="checkbox"/>
Flip chart paper and markers	<input type="checkbox"/>
Projector and slides (optional)	<input type="checkbox"/>
Scenario cards depicting common safety hazards (e.g., choking, falls, fire hazards)	<input type="checkbox"/>

Play Domain	Checklist
Trainee handbook with information from the "Activity 32 - Drawing me, drawing you" section.	<input type="checkbox"/>
Drawing materials (e.g., paper, crayons, colored pencils, markers).	<input type="checkbox"/>
Examples of children's self-portraits (with consent) to showcase during the session	<input type="checkbox"/>
Audio players and speakers for music playback	<input type="checkbox"/>
Open space for movement and dance	<input type="checkbox"/>
Trainee handbook with information on the benefits of rhythm and movement activities	<input type="checkbox"/>
Trainee handbook with information from "Activity 121 - Riddles Help Children Learn	<input type="checkbox"/>
Flip chart paper and markers	<input type="checkbox"/>
Projector and slides (optional)	<input type="checkbox"/>
Examples of children's riddle books or resources	<input type="checkbox"/>
Materials for creating and sharing riddles (e.g., paper, writing utensils, sticky notes)	<input type="checkbox"/>

Talk Domain	Checklist
Audio player and speakers	<input type="checkbox"/>
Movement props (e.g., scarves, ribbons,)	<input type="checkbox"/>
Variety of drawing materials (e.g., crayons, markers, colored pencils, paper)	<input type="checkbox"/>
Visual aids or examples of emotion-based drawings	<input type="checkbox"/>
Trainee handbook with information from "Activity 33 - Drawing Emotions"	<input type="checkbox"/>
Trainee handbook with information from "Activity 56 - Baby Talk"	<input type="checkbox"/>
Visual aids or examples demonstrating effective baby talk techniques	<input type="checkbox"/>
Baby dolls or other props for participants to practice with (Optional)	<input type="checkbox"/>
	<input type="checkbox"/>

