



# CARING FOR CHILD DEVELOPMENT

— COUNSELLING CARDS —



# Who is the Caregiver?

**The caregiver is the most important person to the young child.**

- ✓ The caregiver feeds and watches over the child, gives the child affection, communicates with the child, and responds to the child's needs.

Often the caregiver is the child's mother. The mother is the primary – most important – caregiver to a young infant who is breastfeeding.

- ✓ The primary caregiver may also be the father or another family member. When both parents are sick or absent, the child's caregiver may be a relative or neighbour.



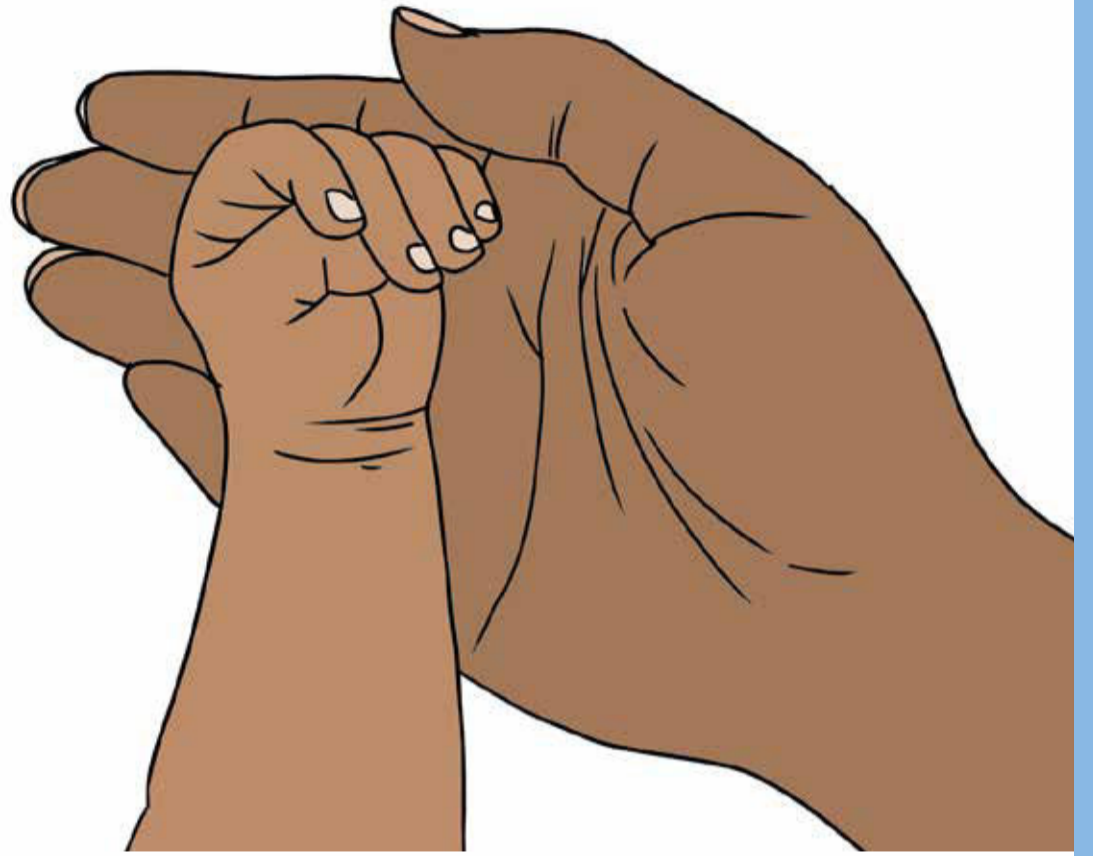
# Early Stimulation

## Development of senses from pregnancy to 5 years

### ✓ Touch

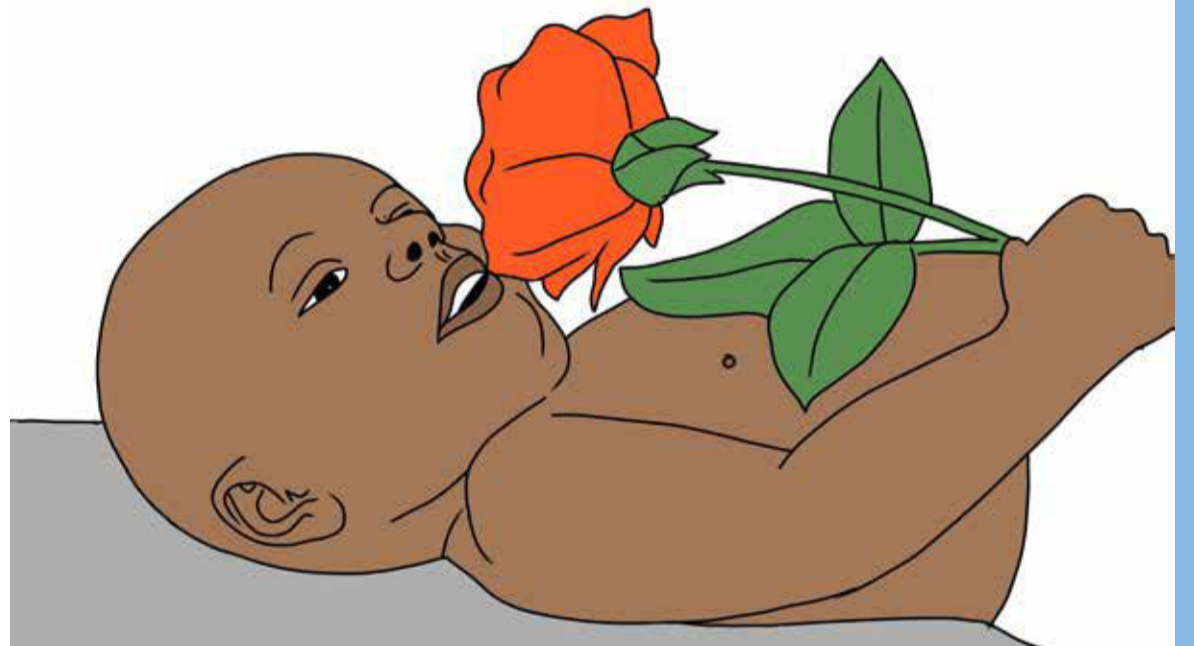
The first sense to develop is the sense of touch at three weeks of pregnancy.

It is important that parents hold and cuddle their babies. It builds close bonds



### ✓ Taste and Smell

The unborn baby begins to develop the sense of taste at eight weeks of pregnancy when taste buds emerge. By thirteen to fifteen weeks of pregnancy, the baby has taste buds similar to adults.



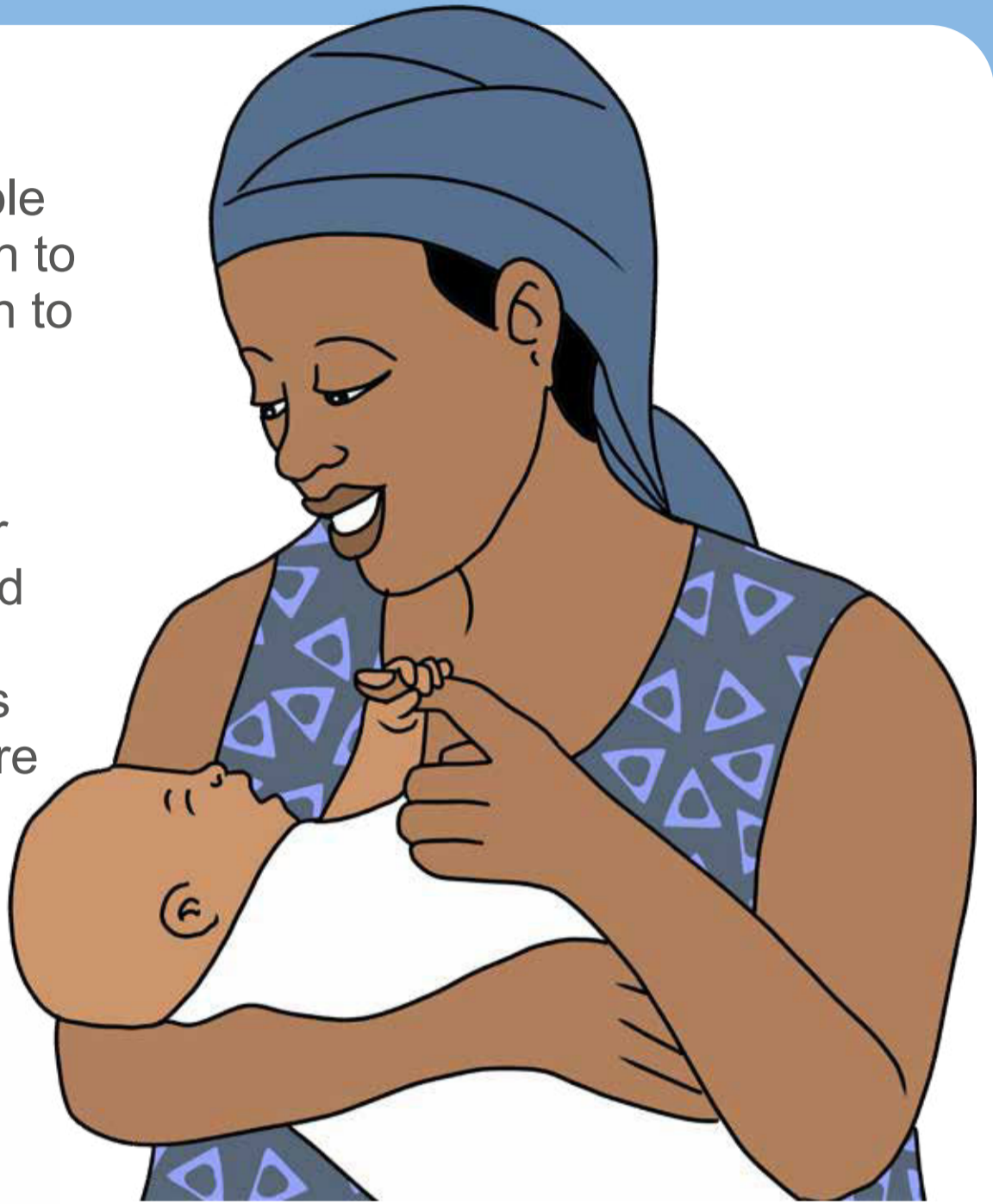
### ✓ Sound

The baby starts hearing while still in the womb. The system responsible for hearing is complete at twenty weeks of pregnancy.



# Caring for the Child's Development

- ✓ Children become more capable as they grow older. They learn to talk, walk, and run. They learn to think and solve problems.
- ✓ Paying close attention to their babies, playing with them, and seeing how their babies respond to the attention helps these caregivers become more active and happier.



- ✓ Studies have found that extra attention through play and communication, as well as through responsive feeding, stimulates the growth of low-weight babies and poorly-nourished children.
- ✓ Poorly nourished, sick, and disabled children all have special needs for care. Their families may also need help to understand how their children communicate their hunger, discomfort, and needs.

# Caring for the Child's Development

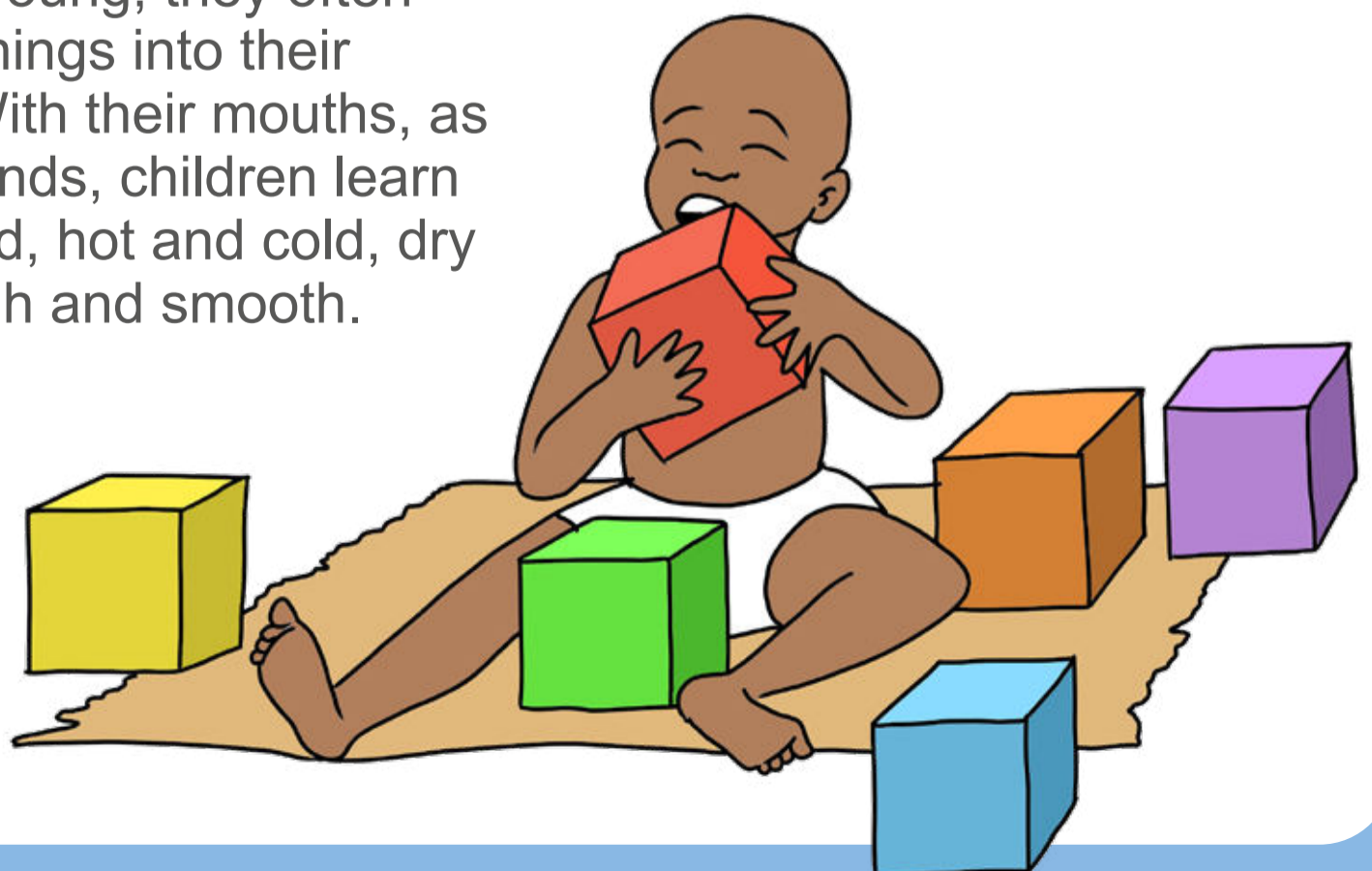
## ✓ Much of what children learn, they learn when they are very young

Good nutrition and good health are especially important during this time. Breast milk plays a special role in the development of the brain. Breast milk also helps young children stay free from illness so that they are strong and can explore and learn.



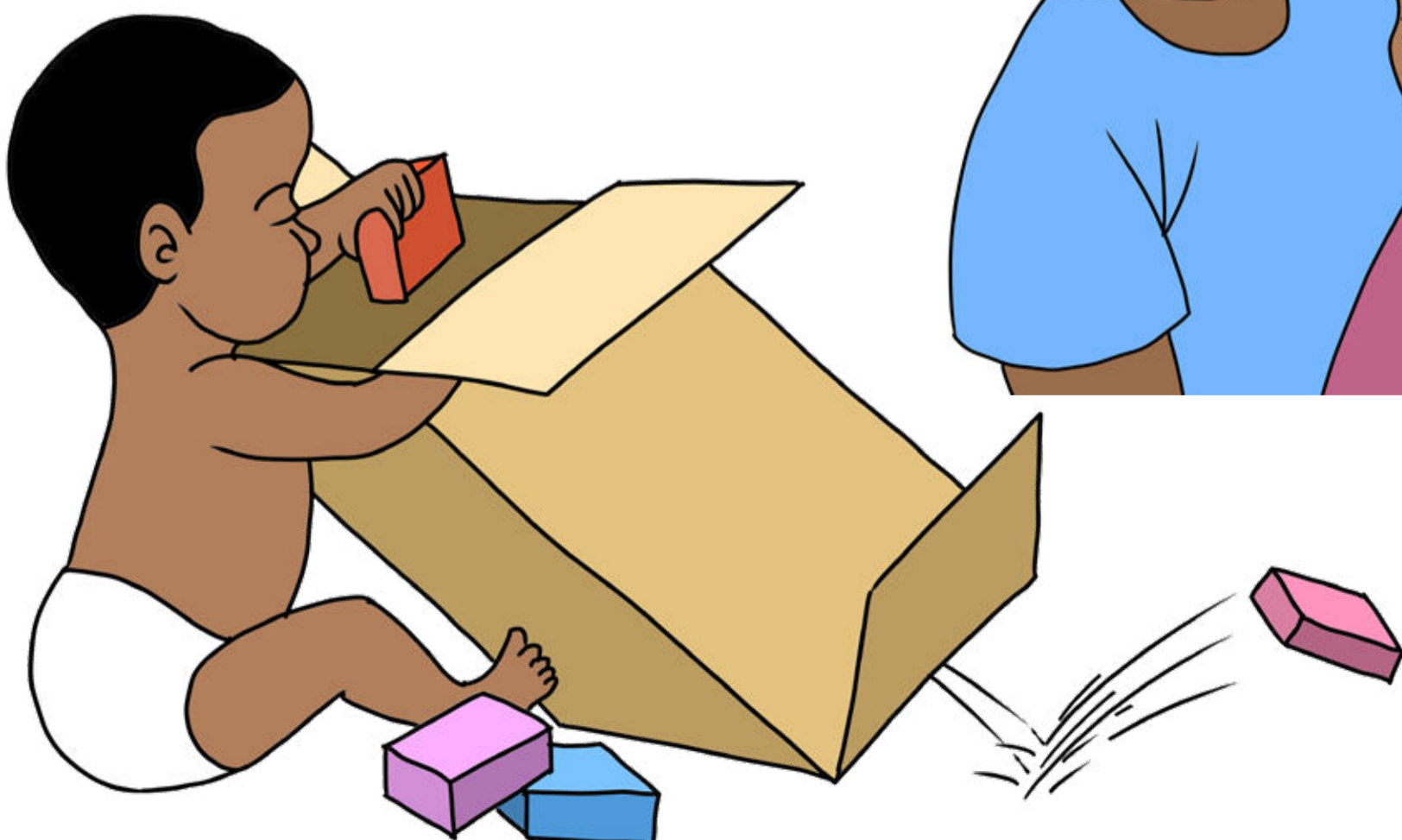
## ✓ Children need a safe environment as they learn

When children are young, they often explore by putting things into their sensitive mouths. With their mouths, as well as with their hands, children learn what is soft and hard, hot and cold, dry and moist, and rough and smooth.



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# Recommendations for Care for Child Development

## 1 Newborn, Birth - 1 Week Your baby learns from birth;



**PLAY:** Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.



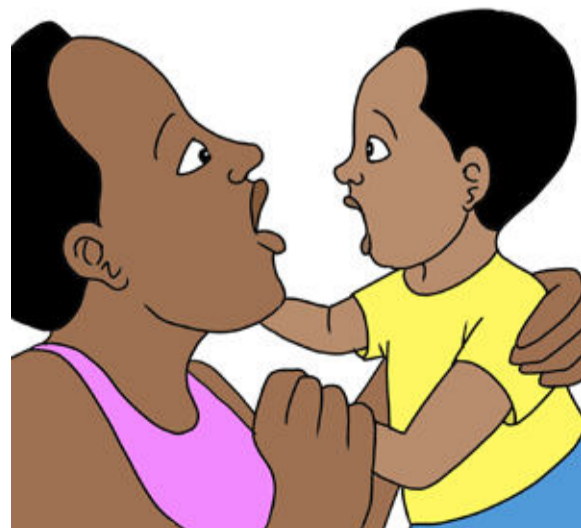
**COMMUNICATE:** Look into baby's eyes and talk to your baby. When you are breastfeeding is a good time. Even a newborn baby sees your face and hears your voice.



## 2 1 Week - 6 Months



**PLAY:** Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colourful things for your child to see and reach for. Sample toys: shaker rattle, big ring on a string.



**COMMUNICATE:** Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.

## 3 6 Months - 9 Months



**PLAY:** Give your child clean, safe household things to handle, bang, and drop. Sample toys: containers with lids, metal pot and spoon.

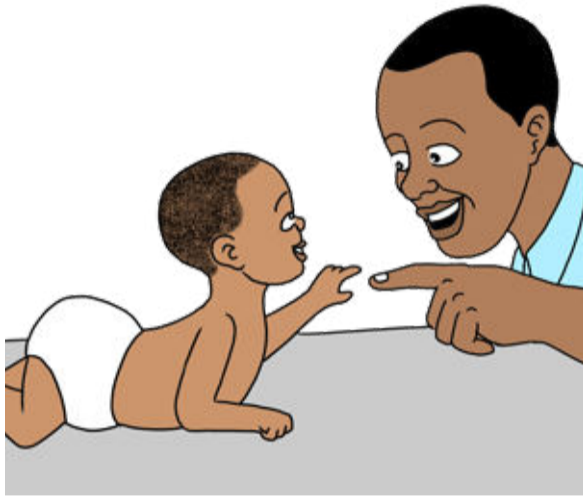


**COMMUNICATE:** Respond to your child's sounds and interests. Call the child's name, and see your child respond.



# Recommendations for Care for Child Development

## 4 9 Months -12 Months



**PLAY:** Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.



**COMMUNICATE:** Tell your child the names of things and people. Show your child how to say things with hands, like "bye bye". Sample toy: doll with face.



"Bye bye!"

## 5 12 Months - 2 Years



**PLAY:** Give your child things to stack up, and to put into containers and take out. Sample toys: Nesting and stacking objects, container and clothes clips.



**COMMUNICATE:** Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.

## 6 2 Years - 5 Years



**PLAY** Help your child count, name and compare things. Make simple toys for your child. Sample toys: Objects of different colours and shapes to sort, stick or chalk board, puzzle.



**COMMUNICATE:** Respond to your child's sounds and interests. Call the child's name, and see your child respond.



With his father's guidance, John puts together a homemade picture puzzle.



# Toy-Making Workshop and Celebrations

It is important that children have a lot of opportunity to play.

- ✓ Play is young children's work. They learn skills and develop confidence and imagination through playing. They also improve their language especially when their mothers and fathers play with them.

## Criteria for Toy-Making

- Safe to use.
- Made from materials readily available in the local area.
- Quick and easy to make - (not more than 10 – 15 min).
- Robust – able to stand up to repeated handling by young children.
- If possible washable
- Attractive (make sound or is colourful) - use non-toxic paint or permanent markers to make attractive but only as much as necessary.
- Versatile – the more versatile the toy (i.e. ones you can teach many different things with through a wide age range) the better. For example, blocks.
- Easy to carry some distance.
- Attractive to children to keep their interest.
- Easy to store.
- Durable materials

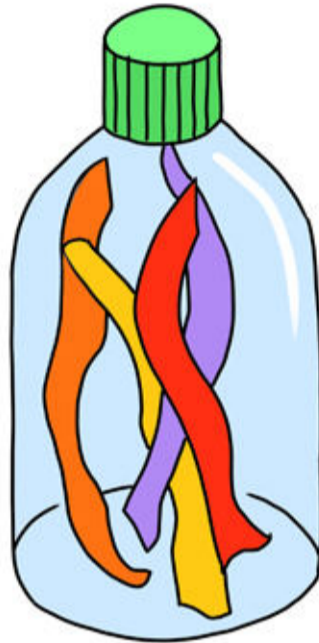


# Toy-Making Workshop and Celebrations

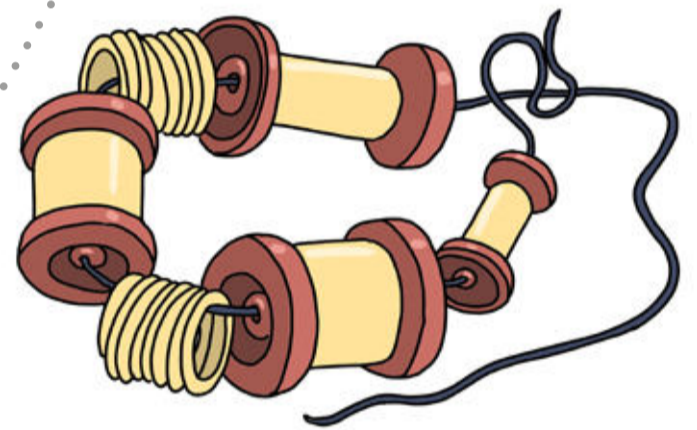
✓ Some materials used to make toys include:



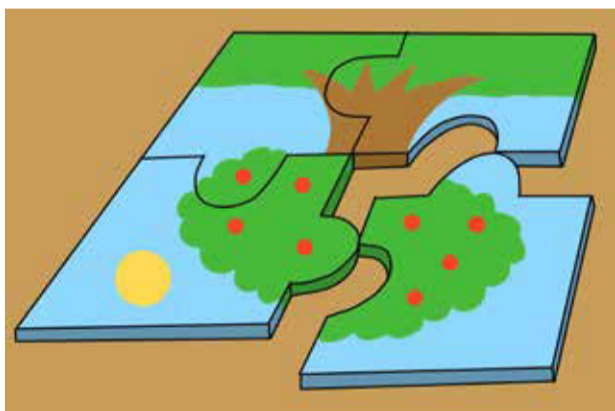
Plastic jar with stones  
(to put in and take out, and to count)



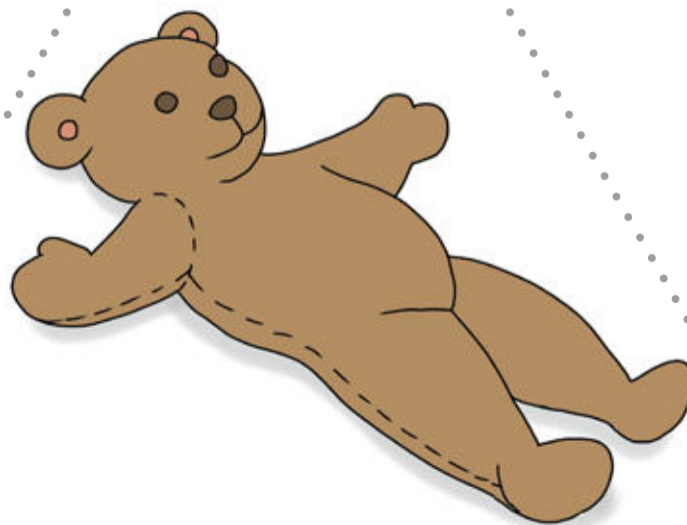
Plastic strips in plastic bottle  
(to grab and hold, to shake)



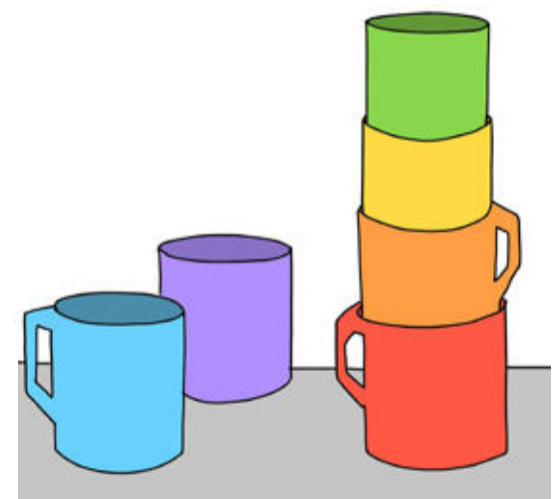
Thread spools and other objects on a string  
(to grab and hold, to shake)



Picture drawn or pasted on cardboard  
(to put together a puzzle)



Stuffed doll with sewn or painted face  
(to learn about eyes and nose, to tell stories, to hold)



Colourful cups  
(to grab and hold, to bang and drop, to stack)

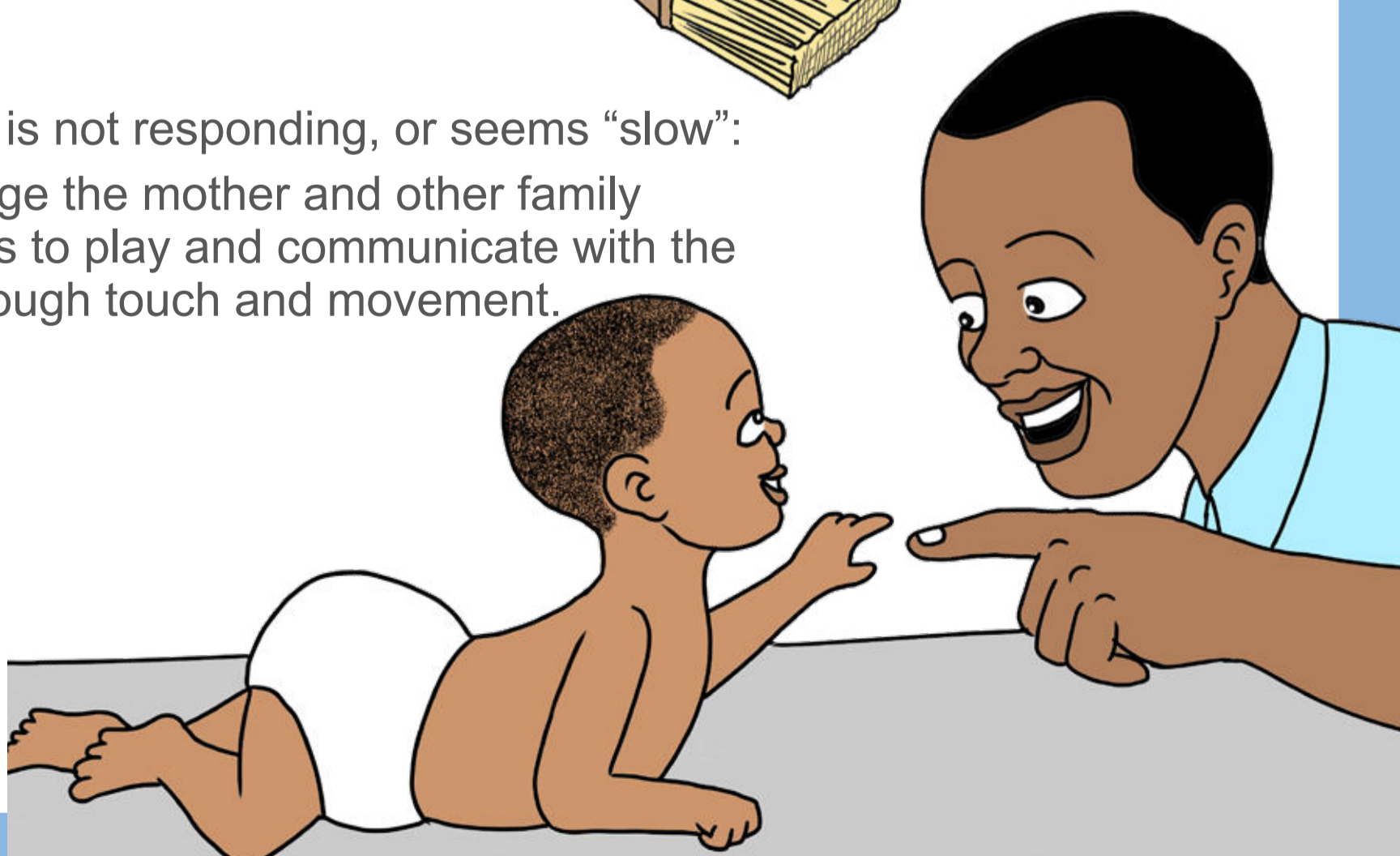
# Help Solve Problems

- ✓ If the caregiver has no toys for her child to play with, counsel her to:
  - Use any household objects that are clean and safe.
  - Make simple toys.
  - Play with her child. The child will learn by playing with her and other people.



- ✓ Children need people to play with. They learn from playing with fathers, brothers and sisters, and friends. Identify ways that others can talk to the child, and play counting, naming, or other games recommended for the child's age.

- ✓ If the child is not responding, or seems “slow”:
  - Encourage the mother and other family members to play and communicate with the child through touch and movement.





In Partnership with:



## Source of materials

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- ✦ ENTERPRISE UGANDA AGRIBUSINES TRAINING MANUAL – Mindset change
- ✦ World Health Organization
- ✦ IRC L2E (Learn 2 Earn) Package
- ✦ CARI-EA Financial-literacy Manual
- ✦ Gender Action Learning System - Oxfam
- ✦ IRC EASE (Economic and social empowerment)
- ✦ World Food Programme and UNCDF - Financial literacy 5-week training programme