

# Early Childhood Development Curriculum

## Training of Trainers' Guide



**HANDS TO HEARTS**  
INTERNATIONAL

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## About Hands to Hearts International

Hands to Hearts International (HHI) improves the lives of young children, by training parents/caregivers about early childhood development, and by nurturing parenting skills. Caregivers are empowered with the skills to better their child's health, brain development and early learning by engaging in a variety of skill-building exercises based on knowledge of early childhood development milestones as well as health, hygiene, nutrition and sanitation. In ten years, HHI served 200,000 moms, dads and babies.

Learn more at [www.handstohearts.org](http://www.handstohearts.org)

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Sujatha Balaje, Christine Chaillé, Sue Glassford, Frank Mahler, and Laura Peterson

## Preface

Early childhood development interventions—those targeting children from birth to age 5—are among the most cost-effective approaches for improving outcomes for vulnerable and at-risk children (Cunha and Heckman, 2007; Fernald, Kariger, Engle & Raikes, 2009).

For families battling hunger, poverty, violence and disease, it can be a struggle to provide a baby's most basic need: love. Children who are not nurtured during the critical first five years of life face emotional, physical, social and cognitive problems that can severely hinder their ability to thrive, if they even survive.

This Trainers' Guide for Early Childhood Development prepares trainers to confidently and effectively deliver the sessions contained in The Facilitators' Guide for Early Childhood Development to parents and caregivers of children from 0 to 3 years of age.

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## About this Trainers' Guide

### How to Use the Module

This Trainers' Guide provides a set of activities to train others to effectively use Hands to Hearts International's Early Childhood Development Facilitators' Guide. The objectives, preparation and steps for each activity in the Trainers' Guide are clearly and completely described. It also includes handouts or other materials required for discussion and/or distribution to the participants. Participants who attend this 3-day training will learn how to implement Early Childhood Education sessions for groups of parents and caregivers. By the end of the training, participants will have observed and practiced eight education sessions critical to the development of children from birth to age 3. They will also explore how to support the needs of adult learners.

#### Features of the Guide's Sessions

**Information Box** – The box at the start of each session contains similar information:

- Objectives – A statement about what the participants should accomplish in each session.
- Materials – A list of actions or materials that must be ready before the session can be presented.

**Steps** – Each session is presented as separate steps. The steps are listed in the order recommended for implementation. Special features for the Trainer to note include the following:

- *Italic font* = instructions for the Facilitator (not read to the participants)
- Regular font = specific information or instructions for the Facilitator to read or closely paraphrase to the participants
- **“Ask” in bold font** = specific question to ask the participants

Each session is based on the following best practices to support adult learners.

- Use the participants' life experiences: Using the participants' life experiences as the basis for the learning activities helps them to absorb new content and skills.
- Create a prepared, welcoming and safe environment: This enables participants to feel emotionally safe and will help them engage with the learning tasks, ask questions and offer ideas.
- Focus on relevant content and skills: Content and skills that are immediately relevant to the participants' job or personal life are the most interesting and have the most impact.
- Participation: Participants learn more when they participate in the process of learning, whether it's through discussion, practice, review or application.

- Provide opportunities for practice: Practice greatly increases the likelihood that participants will remember new skills and information. It also develops their confidence to apply the learning after the training.

The sessions may require adaptations according to the number of participants or the availability of suggested materials, but it is important to follow the guide as closely as possible. Omitting any of the activities within a session, particularly activities which involve practicing the new content, will limit the caregivers' ability to practice the new ideas and behaviors with the children in their care.

The duration of the eight sessions from the Facilitators' Guide that you demonstrate as part of this workshop are estimates of the time required to deliver the sessions through a translator. If you are not using a translator, each session will take less time. Possible ways to use this extra time include:

- Participants have additional time to prepare their practice sessions.
- Participants introduce themselves to a partner and then introduce their partner to the Large Group during the welcome activity.
- Extend the discussion about effective feedback by discussing more examples of effective and ineffective feedback and/or invite the group to develop its own list of effective feedback principles rather than provide a list of principles.

## **DAY ONE:**

### Introduction and Agenda

#### **Objectives. By the end of this activity trainees will have:**

- Introduced themselves to workshop colleagues
- Listed questions to explore for the early childhood education topics included in the Facilitators' Guide
- Listened to a review of the workshop agenda
- Completed a Knowledge Assessment pre-test

#### **Materials:**

- Eight flipchart papers posted on the wall around the room, each containing the name of one of the eight sessions in the Facilitators' Guide
- Markers for writing
- One copy of the agenda for each participant
- One copy of the Knowledge Assessment test for each participant

**Time:** 60 minutes

#### **Steps:**

##### **1. Introduce the Trainer and the Participants – 10 minutes**

Say: Welcome to this three-day training on Early Childhood Development for children from the time of birth until age 3. The purpose of this training is to enable you to effectively deliver eight sessions on early childhood development to groups of parents and caregivers. As an introduction and preparation to the topic, let's share our names and something about our personality that we have had since we were children. For example, my name is *(state your name)* and since I was a child I've been *(state one personal characteristic you have had since childhood—e.g. sensitive, active, funny, curious, risk-taking, a nature lover, a good builder, etc.)*.

*Provide participants with a few minutes to think of a characteristic and then ask for each participant to state their name and share one personal characteristic. Continue until everyone has shared. Summarize any similarities in characteristics within the group.*

##### **2. Introduce the Eight Topics in the Early Childhood Development Facilitators' Guide – 20 minutes**

Say: Placed around the room are flipchart papers with the eight topics we'll explore about early childhood development. Please read each topic and stand by the one you find most interesting.



*Once participants have selected a topic, distribute a few markers to each group.*

Say: Write on the flipchart paper:

- Questions about this topic that you hope will be answered by the end of this training or
- Information you hope to get about this topic by the end of this training

If someone in your group writes the question you had or information you wanted, then just draw an X beside it so we can see that more than one person had a similar need.

*After 15 minutes have passed:*

Say: As we learn about each of these topics, we will look at the questions listed and see if they were answered during the session.

### **3. Review of the Agenda and Logistics – 5 minutes**

*Distribute copies of the agenda (a copy is on the following page) and read it to the participants. Advise them of the location of the washrooms, and where lunch and snacks will be served.*

- **Ask: What questions do you have about the agenda or logistics for this workshop?**

*Answer questions to the best of your ability. Defer any questions about the content and methods of the eight sessions until after your demonstration of the sessions.*

### **4. Implement the Knowledge Assessment pre-test – 10 minutes**

*Distribute the Knowledge Assessment (a copy is on the following page).*

Say: This is an assessment. It contains true and false questions about each topic we will explore in early childhood development for children from birth to age 3. Its purpose is to help you recognize how much you currently know about early childhood development and whether or not your knowledge changed by the end of this workshop. Please read each question and circle true or false in Column 1. You can ignore the other columns for now.

*If necessary, demonstrate to the Large Group how to complete the assessment using Question 1 from the assessment as an example. Ask participants to write their name on the assessment and to give them to you once they have completed all the questions.*

## Trainer Knowledge Assessment

Trainer Name: \_\_\_\_\_

Location of Training: \_\_\_\_\_

Date(s): \_\_\_\_\_

**Instructions: Implement this assessment at the beginning and again at the end of the Trainer of Trainers program.**

**For each question, document number of answers as True or False.**

Assessment Question and Answer	Before Trainer of Trainers. (Circle True or False)	After Trainer of Trainers (Circle True or False)
There are simple things I can do every day with babies and children to help them develop their brains. (TRUE)	T F	T F
The fastest and most important brain development begins when a child goes to school. (FALSE)	T F	T F
Before a child speaks, the only way the child communicates is by crying. (FALSE)	T F	T F
If you talk to children regularly before the age of 1, they will know more words, find it easier to learn to read and do better in school. (TRUE)	T F	T F
If you consistently treat babies with love and care, their brains and bodies become bigger and stronger. (TRUE)	T F	T F
When you play games with children, you are developing their bodies and their brains. (TRUE)	T F	T F
A child's everyday actions such as grabbing, holding, pushing, crawling and walking show us that his or her brain is developing. (TRUE)	T F	T F
Children and adults experience the world in the same way. (FALSE)	T F	T F
Babies develop their thinking skills with their hands and their mouth. (TRUE)	T F	T F
Massaging a baby is one way of showing love and care. (TRUE)	T F	T F
If you talk to a baby during a massage, you are developing both her language skills and physical skills. (TRUE)	T F	T F
Hand-washing and the cleanliness of floors, diapers, bottles and bedsheets affect the health of children and their caregivers. (TRUE)	T F	T F

Did scores improve by the end of the Trainer of Trainers? By how many points?

## Demonstration and Reflection on Sessions #1 through #4

**By the end of the demonstration of Sessions #1 through #4, participants will have:**

- Observed Sessions #1 through #4 in the Facilitators' Guide
- Reflected on the information and processes in each session that supported their learning

**Materials:**

- Paper and pens for participants
- All the materials required for Sessions #1 through #4 in the Facilitators' Guide
- White board or flipchart paper containing the following questions: i) What information from this session will help be most helpful for parents and caregivers, and why? ii) Which activities held your interest and attention, and why?

**Time:** 6 hours and 30 minutes to demonstrate: #1 Know Your Baby's Brain, #2 Baby Cues, #3 Language Development, and #4 Social and Emotional Development. This time also includes two 15-minute breaks and a 1-hour lunch break.

**Steps:**

### **1. Introduce and Explain the Purpose of the Demonstrations – 5 minutes**

*Say:* Refer to your agenda. (*Provide participants with an opportunity to locate their copies of the agenda*). As stated in the agenda, today, until 3:30, I will demonstrate the first four sessions in the Facilitators' Guide (*Hold up a copy of the Facilitators' Guide*). In these demonstrations I am the Facilitator and you are the participants. This gives you an opportunity to experience the sessions like your groups of parents and caregivers will experience it. Later in this workshop you will have the opportunity to prepare in a small group one session to facilitate with the Large Group.

At the end of each session, you'll have an opportunity to take a few moments and reflect on two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## **2. Demonstrate Session #1 from the Facilitators' Guide – 90 minutes**

Say: Let's begin with Session #1 from the Facilitators' Guide "Know Your Baby's Brain."

*Facilitate Session #1 following the instructions in the Facilitators' Guide.*

## **3. Ask Participants to Reflect on the Two Key Questions.**

Say: Reflect for a moment on Session #1 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## **4. Demonstrate Session #2 from the Facilitators' Guide – 80 minutes**

Say: Now demonstrate Session #2 from the Facilitators' Guide "Baby Cues."

*Facilitate Session #2, following the instructions in the Facilitators' Guide.*

## **5. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #2 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## **6. Demonstrate Session #3 from the Facilitators' Guide – 50 minutes**

Say: Now demonstrate Session #3 from the Facilitators' Guide "Language Development."

*Facilitate Session #3 following the instructions in the Facilitators' Guide.*

## **7. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #3 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## **8. Demonstrate Session #4 from the Facilitators' Guide – 50 minutes**

Say: Now demonstrate Session #4 from the Facilitators' Guide "Social and Emotional Development."

*Facilitate Session #4 following the instructions in the Facilitators' Guide.*

**9. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #4 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## Debrief Sessions #1 through #4

### **Objectives. By the end of this activity participants will have:**

- Created the “Four Pathways” song
- Generalized about which types of activities held their interest and attention
- Decided which of the questions and information items listed on flipcharts for Sessions #1 through #4 were answered during the demonstrations
- Selected one session to practice

### **Materials:**

- Sign-up sheet for session practice. Note that the sign-up sheet does not include Session #7 “Massage.”
- Whiteboard or flipchart paper listing the ideas to include in the “Four Pathways” song

**Time:** 40 minutes

### **Steps:**

#### **1. Sign-up for Session Demonstrations – 5 minutes**

*Post the sign-up sheet for the Session Practice on Day Three.*

Say: You have participated in a demonstration of four of the eight sessions and have a better understanding of the content and design of each session.

Tomorrow afternoon you’ll be working in small groups to prepare and practice leading one of these eight sessions. Take a few minutes to sign-up for one of these sessions.

*Observe the process to ensure that each of the eight sessions have an equal number of participants.*

#### **2. Prepare the “Four Pathways” song and the “Four Rules for Language Learning” song – 30 minutes**

*(Note to Facilitator: These songs are created in the local language by the first group of Master Trainers and taught to future trainers. Once the songs are created, eliminate this step from subsequent Trainer of Trainer workshops.)*

Say: In session #1, the Facilitator leads the participants in a song about the pathways that are developing in a child’s brain. The purpose of the song is to help the participants remember each pathway and why it is important. In Session #3 there is a song about language development. Its purpose is to help caregivers remember how to encourage



*The “Four Rules for Language Learning” song points to include*

- **Talk** to your children even if you don’t think they can understand your words.
- **Back and forth.** If your child says one word or just makes a sound, repeat it
- **Encourage.** When your child communicates with you, respond with words
- **Reading, singing or praying** with your baby helps her to learn language

“Four Rules for Language Learning” song

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### **3. Demonstration of Songs – 10 minutes**

**Ask: Who volunteers to demonstrate their song first?**

*The first volunteers demonstrate their song followed by the other volunteers. Affirm their efforts and choose one pathways song and one language development song to incorporate into sessions #1 and #3.*

### **4. Close of Day One – 2 minutes**

*Say: This ends our first day. Thank you for (state your appreciation for specific things the participants contributed today—e.g. interest, enthusiasm, thoughtful questions, helpfulness). I look forward to seeing you tomorrow at (state start time).*



## **DAY TWO:**

### Welcome and Review

**Objectives. By the end of this activity participants will have:**

- Listened to the agenda topics for the day
- Recalled key information from Sessions #1 through #4
- Named the types of activities that created the most interest and attention

**Materials:**

- Participants will refer to individual notes taken yesterday during Sessions #1 through #4

**Time:** 15 minutes

**Steps:**

**1. Welcome Participants and Review the Agenda**

*Welcome the participants to Day Two of the workshop. Ask them to reference the agenda. Read the list of activities for the day.*

*Say:* Yesterday you wrote down key information from each session you thought would be most helpful to parents. Let's hear a sampling of some of your answers. Starting with Session #1, "Know your Baby's Brain."

*Listen to a few examples and do the same with Sessions #2, #3 and #4. This sharing should be quick—just a few key facts for each session from different participants.*

*Say:* You also wrote down which type of activities attracted your interest and attention. Let's hear a sampling of your opinions from those who haven't had a chance to speak yet.

*Listen to a few examples and do the same with Sessions #2, #3 and #4. This sharing should be quick—just a few key facts for each session from different participants.*

*Say:* There will be an opportunity to answer these same questions about Sessions #5, #6, #7 and #8 later today. Perhaps you will notice a pattern emerging about the types of activities that attract your interest and attention.

## Demonstration and Reflection on Sessions #5 through #8

**Objectives. By the end of the demonstration of Sessions #5 through #8, participants will have:**

- Observed Sessions #5 through #8 in the Facilitators' Guide
- Reflected on the information and processes in each session that supported their learning

**Materials:**

- Paper and pens for participants
- All the materials required for Sessions #5 through #8 in the Facilitators' Guide
- White board or flipchart paper containing the following questions: i) What information from this session will help you to be a better parent, and why? ii) Which activities held your interest and attention, and why?

**Time:** 5 hours and 15 minutes to demonstrate: #5 Physical Development, #6 Developing the Thinking Pathways, #7 Baby Massage, and #8 Basic Health, Hygiene, Safety and Nutrition. This time also includes one 15-minute break and 1 hour for lunch.

**Steps:**

### **1. Introduce and Explain the Purpose of the Demonstrations – 5 minutes**

Say: Today I'm demonstrating the remaining four sessions in the Facilitators' Guide. Again, I am the Facilitator of the sessions and you are the participants experiencing the sessions like your groups of parents and caregivers will experience it. This afternoon, time is set aside to begin preparing and practicing your session as a Facilitator with your small group.

At the end of each session there is time set aside for you to reflect on two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

### **2. Demonstrate Session #5 From the Facilitators' Guide – 50 minutes**

Say: Let's begin with Session #5 from the Facilitators' Guide, "Physical Development."

*Facilitate Session #1 following the instructions in the Facilitators' Guide.*

### **3. Ask Participants to Reflect on the Two Key Questions**

Say: Reflect for a moment on Session #5 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

### **4. Demonstrate Session #6 From the Facilitators' Guide – 60 minutes**

Say: Now demonstrate Session #6 from the Facilitators' Guide, "Developing the Thinking Pathways."

*Facilitate Session #6 following the instructions in the Facilitators' Guide.*

### **5. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #6 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

### **6. Demonstrate Session #7 from the Facilitators' Guide – 50 minutes**

Say: Now demonstrate Session #7 from the Facilitators' Guide "Baby Massage."  
*Facilitate Session #7 following the instructions in the Facilitators' Guide.*

### **7. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #7 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

**8. Demonstrate Session #8 from the Facilitators' Guide – 60 minutes**

Say: Now demonstrate Session #8 from the Facilitators' Guide, "Basic Health, Hygiene, Safety and Nutrition."

*Facilitate Session #8 following the instructions in the Facilitators' Guide.*

**9. Ask Participants to Reflect on the Two Key Questions – 10 minutes**

Say: Reflect for a moment on Session #8 and on your paper write down the answer to these two questions:

- **What information from this session will be most helpful to parents and caregivers? Why?**
- **Which activities in this session held your interest and attention? Why?**

## Effective Practices for Adult Learning

**Objective. By the end of this activity participants will have:**

- Identified qualities of an effective training experience.
- Compared personal experiences of effective training with a list of adult learning principles

**Materials:**

- Participants' session notes
- List of Effective Practices for Adult Learning on flipchart paper or as a handout
- Flipchart paper or a whiteboard for listing additional adult learning principles and practices

**Time:** 30 minutes

**Steps:**

### **1. Review and Reflect Individually on Session Notes – 5 minutes**

*Say:* At the end of each demonstration you made notes on what information was most helpful and the types of activities held your interest and attention. Review your notes and complete this sentence:

Three things that made this workshop an effective learning experience for me were:

- i)
- ii)
- iii)

### **2. Discuss Responses in Pairs – 10 minutes**

*Say:* With a partner, share your three answers and identify the similarities.

### **3. Compare Responses to Effective Practices for Adult Learning**

*Direct participants' attention to this list of adult learning principles and practices.*

*Say:* With your partner, read the list of effective practices for adult learning.

- Use the participants' life experience: Using the participants' life experiences as the basis for the learning activities helps them to absorb new content and skills.
- Create a prepared, welcoming and safe environment: This enables participants to feel emotionally safe enough to engage with the learning tasks, ask questions and offer ideas.
- Focus on relevant content and skills: Content and skills that are immediately relevant to the participants' jobs or personal lives are the most interesting and have the most impact.
- Participation: Participants learn more when they participate in the process of learning, whether it's through discussion, practice, review or application.
- Provide opportunities for practice: Practice greatly increases the likelihood that participants will remember new skills and information and develops their confidence to apply the learning after the training.

- **Ask: What similarities are there between your experience as a learner in this workshop and the list of effective practices?**
- **Ask: What, if any, practices should be added to the list to guide your own work as a Facilitator?**

**4. Share conclusions about creating effective learning experiences for adults in the Large Group – 15 minutes**

*Invite a sample of participants to share their observations about the similarities between their experience as a learner and the list of effective practices. List additions on a whiteboard or flipchart paper for future reference.*

## Preparation of Session Delivery

**Objective. By the end of this activity participants will have:**

- Recognized how the structure of each session contributes to effective learning
- Practiced one session and received feedback
- Confirmed which participant questions are answered in the session content

**Materials:**

- Facilitators' Guide, one per participant
- Observation checklist, one per participant
- Participant questions from the Opening Activity
- The pathways picture

**Time:** 30 minutes

**Steps:**

**1. Review the Structure of the Sessions – 15 minutes**

*Distribute a Facilitators' Guide to each participant.*

*Say:* This Facilitators' Guide contains all the training information and the lists of material you need to implement each of the eight sessions you observed these past two days. Turn to the Table of Contents. It lists the title of each session and the steps within each session. Each session except for the last session have the same steps.

*Refer participants to the list of effective practices for adult learning from the previous session.*

- **Ask: What connection do you see between these steps and some of the effective practices for adult learning we discussed in the previous session?**

*Encourage participants to connect the four steps in each session with the adult learning principles. Affirm their efforts.*

**2. Introduce the observation checklist – 15 minutes**

*Divide participants into their session practice groups. Distribute copies of the Observation Checklist (located on the following pages, or refer them to the correct page in the Facilitators' Guide).*

Say: The purpose of this observation checklist is to support your efforts to facilitate the sessions effectively. You can use it to remind yourself of how to prepare for the session and to assess your delivery. It can also be used by someone else who is familiar with the sessions to monitor your delivery of a session and provide you with notes about what you did well and areas for improvement.

Say: The first column is a list of things for Facilitators' to do in order to deliver the session effectively. *Invite a participant to read the first category of items.*

Say: In the second column you put a checkmark in the "yes" or "no" column indicating if the Facilitator did or didn't demonstrate a behavior most of the time. No one is perfect—if the Facilitator demonstrated this behavior most of the time, check "yes," if not, check "no."

Say: In the third column, provide an example of when the Facilitator did or did not demonstrate the behavior. The example should help the Facilitator understand the reason you checked "yes" or "no" in the second column.

Say: Let's take turns reading the content of the Checklist.

- **Ask: How might it affect the parent's and caregiver's learning experience if the Facilitator doesn't do one of the items in the first column?**

*If participants have difficulty analyzing the connection between the items on the checklist and effective facilitating of a session, offer the following suggestion.*

Say: For example, the first item in column one is "All materials were organized before the session and were easy to access during the activities." One day you forget to bring the picture of the elephant for Session #6, "Developing the Thinking Pathways." *Show the elephant picture (on the following page) to the participants.*

- **Ask: How might it affect the participants' learning?**

*Encourage participants to offer other examples of how items on the Checklist will affect the successful delivery of a session.*

Say: As one member of your group facilitates your session for the Large Group, the other group members will be observing him/her using the Checklist. After all the sessions have been delivered to the Large Group, there is time to meet with your group members and share what you observed using the Checklist.

- **Ask: What questions do you have about the Checklist?**

Say: You have 75 minutes to learn your session before we close for the day. You also have this evening to continue to prepare. Help each other learn to facilitate the session because tomorrow someone from your group will be randomly chosen to deliver the session.

I am available to answer your questions and assist you before the end of the day.



## Guidance for Using the Training Delivery Observation Form for Quality Control

The purpose of the following form is to observe the delivery of the education sessions and provide the Facilitator with feedback. The feedback should affirm what the Facilitator is doing well and bring his/her attention to areas for improvement. The goal of the feedback is to help the Facilitator deliver education sessions that will help the participants gain new knowledge, practice new skills and apply this new learning in ways that will improve their lives.

The first column in the form contains the skill areas. There are five skills areas:

- Activity Preparation and Management,
- Technical Content,
- Presentations Skills,
- Facilitation Skills and
- Evaluation.

Each skill area lists actions that will indicate if the Facilitator is maintaining the quality standards in the Observation Form. These actions were chosen because they are observable—they can be seen and/or heard.

The second column is for evaluation. You decide if the Facilitator's performance in each skill is "satisfactory" or "needs improvement" and write down examples of what was or wasn't satisfactory.

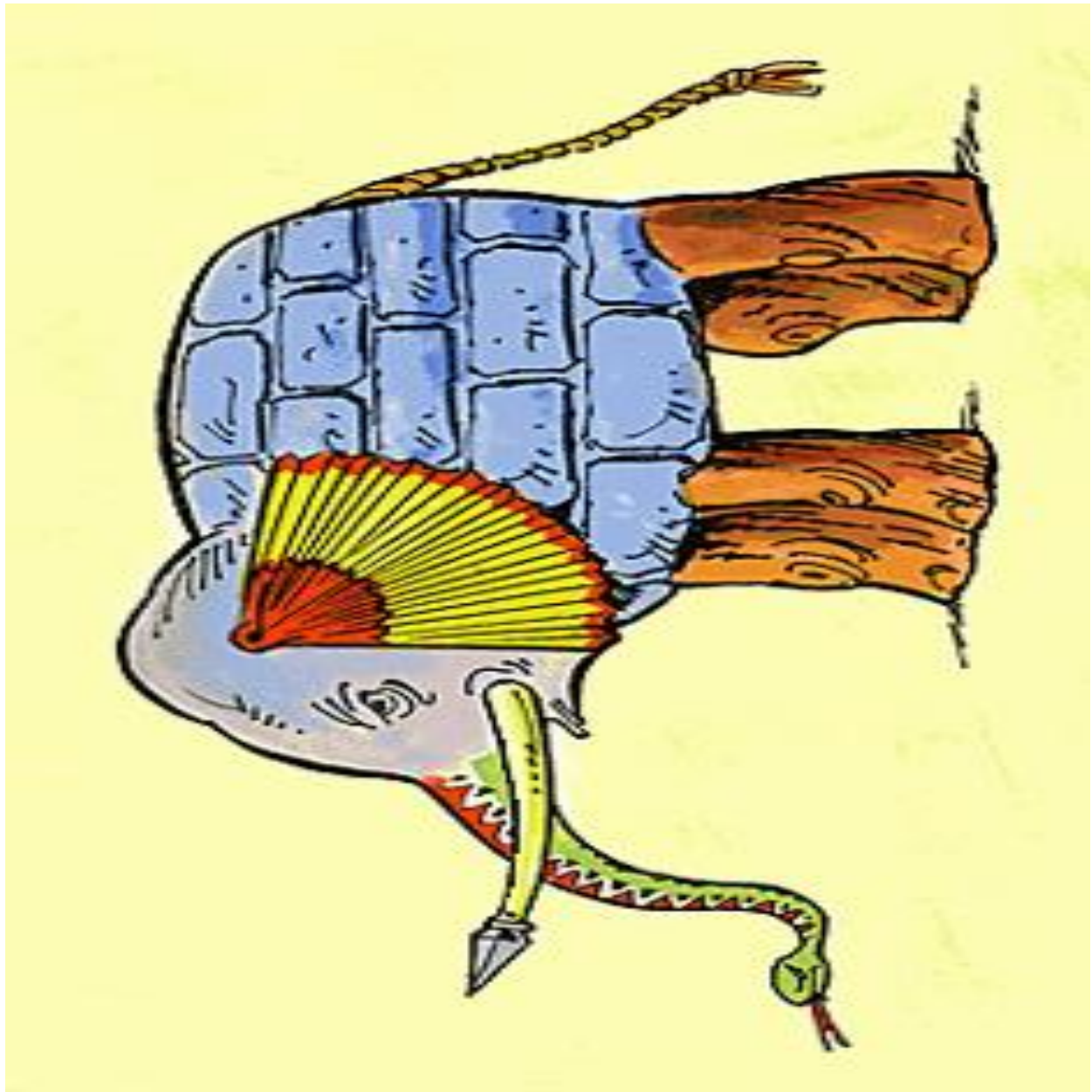
Focus on areas that the Facilitator does or doesn't do well **consistently** as opposed to once in a while.

If the Facilitator needs to improve in many areas, focus on discussing just one or two. It is important not to overwhelm the Facilitator with advice on what to change. Provide specific examples and remember that the feedback should improve the Facilitator's delivery (if it needs improvement) AND build his/her confidence.

## Training Delivery Observation Form for Quality Control

<b>Skills</b>	<b>Satisfactory/Needs Improvement</b> <b>(Provide Examples)</b>
<b>Activity Preparation and Management</b>	
All materials were organized before the session and were easy to access during the activities	
Training space was tidied before the start of the session	
Chairs were placed in a semi-circle	
Implemented <b>all the steps in each activity</b> . Did not replace an activity with a lecture.	
<b>Technical Content</b>	
Presented <b>all</b> key technical content accurately	
<b>Presentation Skills</b>	
Spoke clearly and neither too fast nor too slow	
Ensured that all participants could see the visuals and/or materials	

<b>Facilitation Skills</b>	
Asked open-ended questions that are the same or similar to the questions written in the sessions.	
Used the facilitation skills promoted in the guide—specifically, affirming and summarizing.	
Affirmed trainees' suggestions and efforts.	
Provided participants with enough time to think about and answer questions.	
<b>Evaluation</b>	
Asked the true/false questions. Recorded the votes in the monitoring form.	



## **DAY THREE:**

### Session Practice

**Objectives. By the end of this activity, participants will have:**

- Practiced one session from the Facilitators' Guide in front of the Large Group
- Assessed their practice using the Observation Checklist

**Materials:**

- Participants have prepared all materials required for their session
- Observation Checklist, one copy each
- Flipchart paper listing feedback recommendations

**Time:** 8 hours with one 15-minute break and 1-hour break for lunch

**Steps:**

**1. Welcome the Participants and Explain the Process for the Practice Sessions.**

*Say:* Welcome to our final day of the workshop. Today is practice day. Someone from each group will practice their session in front of the Large Group. Other members of the group will use the Checklist to observe and provide feedback after all the sessions are delivered. I recommend that each member of your small group focus on a different category on the Checklist.

**2. Begin the practice sessions.**

*Each group delivers their session beginning with Session #1 and ending with Session #8.*

**3. Discuss the Presentation of the Practice Sessions – 10 minutes**

*To the Facilitators who led the sessions:*

- **Ask: How did it feel to prepare and present the session?**
- **Ask: What is one thing you would do differently and one thing you would do the same the next time you deliver this session?**

*Affirm their efforts and provide positive feedback, naming specific examples of good facilitation that you observed that were shared by all groups.*

**4. Small Group Feedback – 10 minutes**

Show the participants a picture of a gift and a picture of a stick.

- **Ask: As we give each other feedback how can we present it as a gift rather than a stick?**

List the participants' suggestions on the whiteboard or blackboard. Invite them to write them on the back of the Observation Checklist. (The text box below contains some suggestions).

#### Effective Feedback

- Be aware that it is difficult to do something in public for the first time. Be sensitive and respectful.
- The purpose of feedback is to help someone. It is as important to share what the Facilitator did well in addition to areas for improvement.
- We each bring our own personality and style to our facilitation, so focus on specific behaviors of the Facilitator that may affect the participants' learning experience. Avoid general comments about the Facilitator's character or personality. For example, rather than say "You are a well-prepared person," say, "You demonstrated good preparation by having all your materials within arm's reach."
- When discussing areas for improvement, focus only on behaviors that the Facilitator missed more than 50% of the time.

- **Ask: What questions do you have about the feedback process?**

Say: Meet in your small group and share some of the items of your Checklist, as if they were gifts.

## Closing the Workshop

**Objectives. By the end of this activity, participants will have:**

- Completed the assessment
- Named one caregiving behavior change they would like to see adopted in their home or community

**Materials:**

- Assessments (from Opening Activity)
- Pen or Pencil (one per participant)

**Time:** 30 minutes

**Steps:**

### **1. Distribute the Assessment Forms – 15 minutes**

*Distribute the completed assessment forms from the Opening Activity.*

Say: You have observed and practiced all the sessions in the Facilitators' Guide. Answer the assessment questions again and compare your score from Day One and today. It provides you with an indicator of the knowledge you acquired during this training workshop.

*After 10 minutes have passed, review the answers to the assessment questions. The answer key is on the following page.*

- **Ask: Whose scores improved and by how many points?**

*Listen to a sampling of responses.*

### **2. Facilitate a discussion of desired behavior changes in the community.**

Say: Throughout this workshop we've discussed simple, everyday actions that caregivers and parents can do to support the brain development of children from 0 to 3 years old.

- **Ask: Think about your own home or the community where you will be implementing these eight sessions. What is one new caregiving behavior that you would like to see parents or caregivers begin to use in their community?**
- **Ask: If you are a parent of a child between 0 and 3 years old, what new caregiving behavior would you like to use?**

*After 5 minutes have passed, ask participants to share the behavior they chose.*

*Thank the participants for their contributions to the workshop, offer words of encouragement, and end the workshop.*



## Trainer Assessment Answer Key

There are simple things I can do every day with babies and children to help them develop their brains. (TRUE)

The fastest and most important brain development begins when a child goes to school. (FALSE)

Before a child speaks, the only way the child communicates is by crying. (FALSE)

If you talk to children regularly before the age of 1, they will know more words, find it easier to learn to read and do better in school. (TRUE)

If you consistently treat babies with love and care, their brains and bodies become bigger and stronger. (TRUE)

When you play games with children, you are developing their bodies and their brains. (TRUE)

A child's everyday actions such as grabbing, holding, pushing, crawling and walking show us that his or her brain is developing. (TRUE)

Children and adults experience the world in the same way. (FALSE)

Babies develop their thinking skills with their hands and their mouths. (TRUE)

Massaging a baby is one way of showing love and caring. (TRUE)

If you talk to a baby during a massage, you are developing both her language skills and physical skills. (TRUE)

Hand-washing and the cleanliness of floors, diapers, bottles and bedsheets affect the health of children and their caregivers. (TRUE)

## Conclusion

We are pleased that you have joined us on this journey. Your commitment to the healthy development of newborns and toddlers is admirable and will have benefits for the participants for years to come. The bond between caregiver and child is unique to that pair. You are helping to develop and strengthen that bond for hundreds of children and families. This is no small feat and none of us can do it alone.

This movement to support and nurture young children is growing all over the world. Long gone are the days when children were meant to be seen but not heard. We know now that children learn and develop by being SEEN and HEARD, long before they are capable of forming words. The World Bank calls early childhood development the very best insurance against poverty. Despite difficult beginnings and seemingly insurmountable challenges, a nurturing beginning full of love and compassion can begin to overcome these challenges.

By supporting fellow Facilitators, parents, caregivers and children, you are directly creating positive change that will last for generations to come. The work you are doing today will have positive effects on health, academic and life outcomes.

As a leader in this movement, you are a source of pride and inspiration. Thanks to you, parents and caregivers will make positive changes in their lives and in the lives of their children. Thanks to you, hundreds of children will get the support and nurturing they need, parents will learn to unlock the power they already have, and communities will thrive with strong relationships and bonds between families.

Thank you for participating in this training.

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